



Session Plans

Zorbs Reloaded v 1.3.0



The Doha Declaration:
**PROMOTING A CULTURE
OF LAWFULNESS**



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Welcome to Zorbs reloaded

This manual, which contains four lesson plans for Zorbs Reloaded, is a teaching resource for secondary school teachers who want to use the [Education for Justice \(E4J\)](#) video game with their students. This teaching manual and the lesson plans within it can also be used by teachers working with young people in non-formal educational settings.

E4J is an initiative of the United Nations Office on Drugs and Crime (UNODC) and forms part of the [Global Programme for the Implementation of the Doha Declaration](#). It is aimed at empowering children to become socially responsible global citizens who can display a sound moral and ethical compass and who are prepared to tackle the world's challenges relating to the rule of law.

To achieve this goal, UNODC, working within the framework of the E4J initiative and with its partners, has developed a range of tools and activities for use at the primary, secondary and tertiary education levels. The resources provided by E4J are contributing to the achievement of the 17 Sustainable Development Goals, in particular Goals 4, 5, 10 and 16.

At the secondary education level (13 to 18 years), E4J has created a range of interactive teaching materials, such as video and board [games](#), to promote the rule of law, as well as educational [videos](#), guides for teachers, a [comic book series](#) and a [resource guide](#) on the Model United Nations.

These teaching materials address issues that are central to the UNODC mandate (corruption, trafficking in persons, terrorism, organized crime, cybercrime, etc.). They are designed to provide secondary school students with knowledge of and skills relating to rule-of-law issues that they may encounter in their daily lives, enabling them to promote the rule of law in their communities.

This Zorbs Reloaded teaching manual contains four lesson plans. Each lesson plan features three activities that can be done with students. The lessons are as follows:

Lesson 1: Getting to know Zorbs Reloaded	60 minutes
Lesson 2: Sustainable Development Goals and city building	90 minutes
Lesson 3: Crimes and crime prevention	70 minutes
Lesson 4: Learning about values	80 minutes



The teaching manual also includes tips for teachers on how to adapt the content of the activities and on how to shorten and expand the activities, and ideas for family activities. If the activities require preparation and teacher resources, this is clearly indicated in the lesson plan.

In addition to this manual, E4J offers a wide range of online and offline tools that are available for teachers and other education practitioners. You can find more information on the E4J website.

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About the video game

Zorbs Reloaded is a video game designed to teach secondary school students about the values that are needed to help promote the rule of law and to help them develop associated problem-solving skills.

Zorbs Reloaded is a city-building strategy game with a role-playing game mission component. This means that students control the fictional characters (The Zorbs) that undertake challenges in the game. Players are tasked with rebuilding the destroyed planet of Zorb while preserving the core values of integrity, fairness, respect and acceptance.

There is a “second view” of the game that takes place on Earth. This can be accessed through missions that players undertake on Zorb. Players can earn points on these missions by solving crime-related problems. These points serve as currency and can be used to advance development on Zorb.

This video game is a spin-off of The Zorbs story. The Zorbs are fictional characters whose goal is to equip primary level students with skills such as conflict resolution, critical thinking, empathy and teamwork, and to promote and teach values such as acceptance, fairness, integrity and respect.

The Zorbs come from a utopian planet where there was once an abundance of resources and no poverty or crime. But the inhabitants of Zorb mis-used and wasted the resources and disrespected the values, and they destroyed their planet.

Only four Zorbs survived. They fled their planet and ended up on Earth, where they have made it their mission to tell human children about their experience and, using stories, games and puzzles, to teach them about values such as acceptance, fairness, integrity and respect, and skills such as conflict resolution, critical thinking, empathy and teamwork.

Zorb Reloaded is a new chapter of in the story of The Zorbs: it starts with the four Zorb friends deciding that it is time to return home and rebuild their planet.



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Your role as a teacher and facilitator

The E4J initiative, and the Zorbs Reloaded video game in particular, is aimed at equipping students with the life skills that are essential to successfully and safely navigating the ever-changing world in which they live.

Young people have to make decisions every day. There are challenges that must be confronted and problems that they must solve. There are a number of paths that they can take and making the right decision is not always an easy thing to do.

Through the activities contained in these lesson plans, students can develop and strengthen key critical thinking, problem-solving, teamwork and creative skills. As the teacher or educator, you can facilitate this learning process by providing an open, flexible, inclusive and safe space for all students to participate in these activities.

You will guide students through this learning process, keeping them on track and serving as their compass as they discuss values and ethical decision-making. You will facilitate discussions that provide space for everyone to communicate how they feel, never forgetting the values that matter most to The Zorbs: fairness, integrity, respect and acceptance. Feel free to add your ideas to the lesson plans and make changes according to your learning environment and your students' interests.

In addition to the lesson plans, you can find additional E4J resources on the [E4J website](#). If you would like more information about E4J, you can contact your UNODC country office or UNODC headquarters.

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How to use this teaching manual

Whether this is the first time you are implementing activities involving a video game or you are an expert at this type of teaching, you probably know that gaming can be a great source of motivation for students. This format is a good way of keeping students interested and of helping them to retain knowledge.

Using gaming in the classroom is a teaching resource that complements teaching methods that you already use. For example, in the Zorbs Reloaded game, there are elements that can be linked to various subjects, such as:

- **History:** What is the history of the Zorbs? What is our history? Zorbs find artefacts when they are getting ready to construct new buildings. Can you think of ancient artefacts that are important to our history?
- **Art and design:** If you could design a new house for the Zorbs, what would it look like?
- **Mathematics:** The values in the game are displayed in terms of percentages. Players must try to ensure that each value has the same percentage so that no value is overlooked when rebuilding Zorb. This is a great way to discuss and learn about percentages and the lesson can be paired with an exercise on percentages. You can also use the accumulation of resources related to the rebuilding of the planet and the use of space for the construction of buildings and its relation to geometry as the basis for other exercises.

In addition, the lesson plans provide additional activities related to the topics contained in the game. The activities can be carried out in the order presented in this teaching manual or you can use the activities as and when they are relevant to your teaching schedule.

Each lesson plan is structured in a way that allows the teacher to quickly understand the most important information, the steps to implement the activity and the resources needed. Key skills to be developed are also highlighted in the lesson plans. They are presented according to following categorization:



Learning to know



Learning to do



Learning to be



Learning to live together

Grammar	Critical thinking	Social and cross-cultural skills	Understanding and valuing diversity
Reading or language	Problem solving	Personal responsibility, self-regulation and initiative	Teamwork and interconnectedness
World languages	Communication and collaboration	Entrepreneurial thinking skills	Civic and digital citizenship
Art	Creativity and innovation	Learning-to-learn and habits of lifelong learning	Global competence
Mathematics	Information, media and technology literacy		Intercultural competence
Economics	Information, communication and technology (ICT) literacy		
Science			
Geography			
History			
Government and civic			

The following is a sample of a lesson plan front page that details the key elements of the lesson:

The activities are developed for this age group. You can adapt them for more specific age groups as needed

This is the aim of this teaching activity

Recommended age range:
13-18 years

Learning objectives:
to get to know the Zorbs Reloaded game

Learning competencies:
critical thinking, information-and-communications-technology literacy, problem-solving, language

Topics:
The Zorbs Reloaded game, The Zorbs, game elements

Time:
60 minutes

Materials:

- A flipchart, paper and markers (or a board and chalk)
- Tape to hang a flipchart
- Tablets, smartphones, laptops or desktop computers
- Activity cards (alternatively you can verbally explain the information on the cards to the students or write the content on a board or a flipchart)
- [The link to the Zorbs Reloaded website](#) so students can download the Zorb Reloaded game

These are the competencies that the students will develop through the activity

This is a brief overview of the main topics addressed in the lesson plan

This is the time given for the activity. You can find tips on how to shorten or extend the lesson in the teaching manual

These are the materials needed for the activity. If appropriate, you will also find tips on alternative ways of doing the activity without the use of many of the materials

Here you will find details of any preparation that is needed for the lesson

Preparation:

- Prepare the activity cards and play the Zorbs Reloaded game (this requires some time so make sure to plan in advance)

These are key questions that the lesson will answer

Key questions:

- What is the theme of the Zorbs Reloaded game?
- What are the various elements of the game?

Below is the outline of the structure used for the lesson plans in this manual. The lesson plans consist of three principal activities: **Load**, **Play** and **Complete**.



Load (20 minutes)

This is an introductory activity. It is aimed at introducing a topic and capturing the students' attention. The duration of this activity is usually shorter than the others that follow it. The information may include text boxes that highlight specific information, images or other teacher resources that need to be prepared in advance.



Play (30 minutes)

This is the main activity of the lesson and usually the longest. It goes into the topic of the lesson in greater depth. The information can include text boxes that highlight specific information, images or other teacher resources that need to be prepared in advance.



Complete (15 minutes)

This is the last activity of the lesson. It contains steps to wrap up the lesson. This activity can be a good opportunity to gather feedback from the students on the topic of the lesson and ask if there are other topics that they would like to discuss.

Formative assessment tip

Here you will find tips on how to assess the students in relation to the topics. You can use this information for your records and to identify areas in which students need further support.

Key messages

Here you will find the key messages that should be passed on to the class at the end of the lesson. Feel free to add more.

Family involvement tip

Here you will find suggestions for activities that students can do with their families at home. You can share this information with students at the end of the lesson. These activities are also a good opportunity for students to practice and master the tasks they have done in class and to share their achievements with their families.

Time management tip

Here you will find tips on how to shorten or extend the lesson should you need to.

Teacher resource

You will see this section whenever you need to prepare resources for an activity. These resources include cut-out cards or other handouts for students and information for you to have to hand during an activity.

Lesson 1: Getting to know the Zorbs Reloaded game

Recommended age range: 13-18 years

Learning objectives: to get to know the Zorbs Reloaded game

Learning competencies: critical thinking, information-and-communications-technology literacy, problem solving, language

Topics: the Zorbs Reloaded game, The Zorbs, game elements

Time: 60 minutes

Materials:

- A flipchart, paper and markers (or a board and chalk)
- Tape to hang a flipchart
- Tablets, smartphones, laptops or desktop computers
- Activity cards (alternatively you can explain the information on the cards to the students or write the content on a board or a flipchart)
- [The link to the Zorbs Reloaded game website](#) so students can download the game

Preparation:

- In advance of the lesson, ask the students to download the Zorbs Reloaded game at home and to create their user profiles so they are ready to play the game in class
- Prepare the activity cards and play the Zorbs Reloaded game (this requires some time so make sure to plan in advance)

Key questions:

- What is the theme of the Zorbs Reloaded game?
- What are the different elements of the game?



Load (10 minutes)

1. Show your students the screenshot below, which is taken from the game's [introduction](#). The screenshot should help stimulate a discussion. Ask the students what the picture portrays (e.g., pollution, a lack of resources, etc.). You can also use similar images from other sources.



2. Ask your students where this kind of situation is occurring in the world (e.g., in countries where natural resources are being depleted to produce goods, etc.).
3. Explain that you will start playing a video game that features a planet that was destroyed by its own inhabitants. The story of the game is linked to issues that our planet is experiencing today. If needed, you can use the text below to describe the game.

What is the Zorbs Reloaded game about?

Once upon a time, there was a utopian planet called Zorb that had an abundance of resources and where there was no poverty and crime. However, the people who lived on this planet mis-used the resources and did not respect basic values. As a result of this neglect, they destroyed the planet. Only four Zorbs survived. They fled the planet and ended up on Earth.

The game starts with the four Zorb friends deciding that it is time to return home and rebuild their planet and to ensure that values such as integrity, respect, fairness and acceptance are preserved. The players' task is to help them rebuild planet Zorb. This is the players' "first view" of the game.

There is a "second view" of the game. In this view, the action takes place on Earth and this can be accessed through missions undertaken from planet Zorb. On these missions, players can earn points by solving crime-related problems. The points that they earn serve as currency and the currency can be used to advance development back on planet Zorb.



Play (35 minutes)

1. Ask your students if they have had the opportunity to download the game before the lesson. For the students that haven't, allow them some time to do this while the others play the game. Ask these students to install the game on their devices, create an account and play the game for about ten minutes. Explain that only their email is captured in the system and other information is not retained in line with data privacy regulations.
2. After the students have played the game, divide them into groups of five or six. Hand out one of the activity cards (included here) to each group. Give the groups ten minutes to discuss how what they have seen in the game is related to what is on their card. Explain to them that they will be asked to share their work with the class. They will have a couple of minutes to do this and they can use a flipchart to draw images and/or write bullet points.
3. When the ten minutes is up and when the groups are ready, ask them to present their work to the class. Allow time for questions and provide feedback at the end. You should emphasize the aspects that they correctly observed and mention any key elements of the game that they haven't pointed out.
4. Regarding the Missions to Earth activity card, ask the students in the group that get this card if they know what values are and if they can explain the ones on the card. There is another activity in a later part of the lesson plan that focuses on this area, but this could be a good opportunity to get the students to start thinking about values.

Teacher resource

Activity cards to cut out and give to students

<p style="text-align: center;">Buildings</p> 	<p style="text-align: center;">Building achievements</p> 	<p style="text-align: center;">Missions to Earth (the values of integrity, fairness, respect and acceptance)</p> 																					
<p style="text-align: center;">Leaderboards</p>  <table border="1" data-bbox="263 1097 566 1265"> <thead> <tr> <th>Rank</th> <th>Username</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>#3</td> <td>BATKO-YAIKO</td> <td>190</td> </tr> <tr> <td>#4</td> <td>AARYAN</td> <td>174</td> </tr> <tr> <td>#5</td> <td>DIBO_20</td> <td>132</td> </tr> <tr> <td>#8</td> <td>YANE</td> <td>100</td> </tr> <tr> <td>#10</td> <td>FRENSKI</td> <td>88</td> </tr> <tr> <td>#14</td> <td>BAYATA</td> <td>66</td> </tr> </tbody> </table>	Rank	Username	Score	#3	BATKO-YAIKO	190	#4	AARYAN	174	#5	DIBO_20	132	#8	YANE	100	#10	FRENSKI	88	#14	BAYATA	66	<p style="text-align: center;">Artefacts</p> 	<p style="text-align: center;">Tutorials</p> 
Rank	Username	Score																					
#3	BATKO-YAIKO	190																					
#4	AARYAN	174																					
#5	DIBO_20	132																					
#8	YANE	100																					
#10	FRENSKI	88																					
#14	BAYATA	66																					
<p style="text-align: center;">Citizen scenarios</p> 	<p style="text-align: center;">Courthouse scenarios</p> 																						



Complete (15 minutes)

1. Explain to your students that you will start a sentence and that they must finish it. Here are some example sentences:

- When planet Zorb collapsed, The Zorbs went to _____? (answer: Earth)
- Only____Zorbs survived and they fled to Earth. (answer: Four)
- Elements of the game include_____ (answers include: buildings, missions to Earth, artefacts, citizens scenarios, tutorials and leader boards).
- The most important values featured in the game are_____. (answer: integrity, fairness, respect and acceptance).

Feel free to add to this list. You can also ask the students to come up with their own (incomplete) sentences.

2. Remind the students that you will be doing more activities related to the Zorbs Reloaded game. It would be helpful if they can play the game before the next lesson. You should let the students know when the next lesson on Zorbs Reloaded will take place.

Formative assessment tip

The closing activity provides an opportunity to carry out a formative assessment of the students. Using the incomplete sentences exercise, you will be able to assess if the students have gained knowledge from the game.

If the students create their own incomplete sentences, this exercise can provide you with further insight into their understanding of the game.

If the students are not able to participate in this activity, you should plan how to fill this gap. You may want to allow more time to play the game and then repeat this activity or introduce a new activity with the same objective.

Key messages

- The Zorbs Reloaded game is based on the story of four Zorbs. Their planet was destroyed and as the only survivors, they fled to Earth. Now they are returning home so that they can rebuild their planet.
- When building a planet, there are core elements of living to consider: inhabitants' quality of life, the infrastructure needed by the inhabitants and the guiding values of society. It is also important to consider how these elements interconnect and to be aware that if these elements are not put in place, a planet can collapse.

Family involvement tip

- Suggest to the students that they can play the game at home with their families (if they do not already do so). Students can play the game with family members and ask them what they think of it. Students can share these experiences in the next lesson.

Inclusivity tips

- If you have students that are visually impaired, you should make sure that they are paired with another student, a playing buddy, and that they play together. The playing buddy can describe the game to their visually impaired partner and ask them for their choices as the game progresses. Each student has their own login details, so don't forget to make sure that the pairs use the correct information.
- In addition, most smartphones have text-to-speech functionality. For example, smartphones that use Android technology have a text-to-speech function for the visually impaired that reads out loud wording on the screen. If visually impaired students use this functionality, they should still have a playing buddy.

Game play tips

- Make sure students keep active in the game. The screen will turn off after a prolonged period of inactivity and the game will have to be reloaded.

- If students find it difficult to charge their smartphones or laptops at home, you can allot time at the beginning of the lesson for this purpose. If you can't do this, you should find other solutions that are more suitable. You should ensure that the power points in the classroom are safe to use and are used safely.

Lesson 2: Sustainable Development Goals and city building

Recommended age range: 13 to 18 years

Learning objectives: to familiarize the students with the Sustainable Development Goals and their importance to their daily lives

Learning competences: problem-solving, creativity, communication and collaboration, teamwork

Topics: Sustainable Development Goals, inequality, use of resources

Time: 90 minutes

Materials:

- Activity cards
- A timer (or a smartphone with this functionality) to time part of the activity
- Materials to build objects: paper straws, toothpicks, toilet rolls, milk cartons, string, glue or tape, paper (newspapers or recyclable paper), stones, tree leaves, etc.
- A table on which to put the buildings
- A flipchart and markers (or a board and chalk)

- A projector or copies of the Sustainable Development Goals images included below

Preparation:

- Read and familiarize yourself with the Sustainable Development Goals (see the additional information at the end of this lesson plan)
- Play the Zorbs Reloaded game and see how the Sustainable Development Goals are present throughout the game
- Prepare a screen and internet access to play the videos from this [website](#).
- Collect recyclable materials or ask the students to bring recyclable materials for the building part of the activity
- Write the targets of [Sustainable Development Goal 16](#) on a flipchart or project them on to a screen.

Key questions:

- What are the Sustainable Development Goals?
- How are Sustainable Development Goals linked to the Zorbs Reloaded Game?



Load (20 minutes)

1. Your students should have played the game at home by now and they should be aware of how the game works.
2. Explain to the students that you have a task for them to do. The task will involve constructing a building from a selection of materials. They will be given activity cards that tell them what buildings they should make and the materials to construct them. The students will construct the buildings in small groups and will have five minutes to do so. They should only start building when instructed.
3. Divide the class into groups of three to five children. Distribute the cards and the materials, making sure to give a different mix of materials to each group. Some groups will have more materials than others, which will allow them to give their buildings more detail. The allocation of materials will be discussed in the reflection session after the buildings are constructed.
4. Explain to the students that they have five minutes to construct their buildings and can start only building when you tell them they can. Give the student a countdown and don't forget to time the activity. You should let the students know when they have two minutes remaining and one minute remaining.
5. After the time is up and the groups have finished building, ask them to come back into a big group again. The groups should share their buildings with the class and their thoughts on the experience. You should give each group a couple of minutes to do this. Questions you can ask include:
 - How important is your building?
 - How would you describe the experience?
 - Did you have all the materials that you needed? Did this effect the end result?
6. After reflecting on the experience, you can emphasize to the students that in our world not everyone has access to the same resources. This

can have an impact on the buildings that are constructed and people's lives. For example, if paint is available, a building could be given a nice finish. If paint isn't available, a building can't be given a nice finish.

Or if a family has more resources, the children in the family may have more opportunities to study. But if a family has fewer resources, they will have to prioritize how they are used and often basic needs, such as food, are the priority and as a result, there is limited resources for the children's education. The fact that the level of education available to children can vary according to the resources available to their families is considered an inequality.

7. Ask the class what could have been done differently to make each group more successful in their building task. Listen to their feedback and, if they don't mention it, emphasize the importance of sharing. For example, there could be a rule in the game that allows for the sharing of resources. You could replay the game, including this rule, and see how the students cooperate with each other. If you do, emphasize at the end of the activity how the sharing of materials made it possible for the groups to construct better buildings.
8. Place all the buildings on a table. This is the Zorb community. Ask the students to look at the community and think what it would be like if there was only half the number of buildings. Ask the students to share their views with the class.
9. Bring the discussion to an end by emphasizing the importance of the different elements that comprise a community. For example, the school ensures that all the Zorbs have access to an education, which can help them learn about themselves, others and their society, and to develop important life skills. The trees are important because they provide oxygen, which allows the Zorbs to live on their planet and to build communities.
10. Emphasize that if some of the elements didn't exist, the community would not function properly and would be at risk of collapse. You can share the image below to illustrate a Zorb community.

Teacher resources

Image: Planet Zorb rebuilt



Activity cards to cut out and hand out to your students

House



Tree



Hospital



School



Park



Water collector



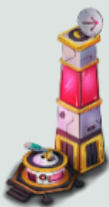
Air purifier



Stone mine



Space centre



Greenhouse



Anti-radiation tower



Supermarket



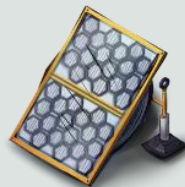
Recreation centre



Courthouse



Solar panel



Mass rapid transport





Play (60 minutes)

1. Remind your students of the story of Zorbs Reloaded. The students can take part in this recap.
2. Divide the class into groups of three to five students and ask the groups to think about how they would like their city or town to look in ten years. The rules for this activity are:
 - If the students are from different cities or towns, they can create their ideal city or town and give it a name
 - They have 15 minutes to do this, after which they will have two minutes to present their ideas to the class. Each group should nominate a speaker to do this
 - The students can present their city or town in writing or as a drawing

Remind the students to consider the following:

- a. What does your community look like? (tall buildings, small buildings, parks, etc.)
 - b. What does your community contain? (what sort of services, etc.)
 - c. Who lives in your community and what do they do? (professions, how the community is organized – governance, etc.)
 - d. How does your city contribute to global peace and justice? (e.g., all citizens have their needs met and this contributes to less conflict; when conflict arises, there are the necessary structures and processes to achieve justice and peace)
3. After the group work, invite everyone to back into a big group and ask the speakers to present the group ideas in two minutes. Emphasize that the presentation should be brief.
 4. After the speakers have given their presentations, highlight the different elements that they have presented. Did they talk about

education (opportunities or infrastructure), health care, gender roles, environment, (in)equality and job opportunities? If so, take notes during the presentations and emphasize how many of the groups mentioned these elements in their ideal city or town.

5. Ask the students if they have heard of the Sustainable Development Goals and if they have, ask for some details.
6. Play these [videos](#) to the students. If it is not possible to watch videos in the classroom, share the image included here that features all the Sustainable Development Goals. Explain how the Goals came about and give a brief explanation of each one. You can use the suggested text in the box at the end of this lesson plan.

If you think that the students' knowledge of the Sustainable Development Goals is limited, you can do additional activities that can be found on the [Sustainable Development Goals website](#). For example, you can use the World's Largest Lesson materials.

7. Invite the students to return to their small groups. Ask them to look at the image of the Sustainable Development Goals (you can project it on the wall or make a copy for each group) and go through each of the Goals.
8. Next, invite the students to look at Sustainable Development Goals 16 (peace, justice and strong institutions) and to read the targets for this Goal (you can write this information on a flipchart or project it). The targets are:
 - Significantly reduce all forms of violence and related death rates everywhere
 - End abuse, exploitation, trafficking and all forms of violence against and torture of children
 - Promote the rule of law at the national and international levels and ensure equal access to justice for all

- By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
- Substantially reduce corruption and bribery in all their forms
- Develop effective, accountable and transparent institutions at all levels
- Ensure responsive, inclusive, participatory and representative decision-making at all levels
- Broaden and strengthen the participation of developing countries in the institutions of global governance
- By 2030, provide legal identity for all, including birth registration
- Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
- Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
- Promote and enforce non-discriminatory laws and policies for sustainable development

Ask the groups to think how their ideal cities or towns connect with these targets. For example, with regard to the second target in the list, their cities or towns could have a child protection organization or focal point to make sure these rights are provided. If they are not being provided, citizens could report failures to an institution responsible for addressing such issues and for making sure that children are safe from abuse, exploitation and all forms of violence and torture.

In addition, the students can mention the relevance of buildings to other Sustainable Development Goals, if applicable. For example, the infrastructure that they created to prevent violence against children may also contribute to the achievement of Sustainable Development Goals 5 (gender equality). Students have 15 minutes to do this exercise.

9. Ask each group to present the results of their discussion. Pay attention to the presentations and be ready to help.

10. Congratulate your students for all the work they have done. Explain that they have now familiarized themselves with the Sustainable Development Goals, which guided the creation of the Zorbs Reloaded game. The Sustainable Development Goals are present throughout the game in the form of tasks that players must complete. In addition, the way that planet Zorb is built and managed is linked to the Sustainable Development Goals.



Complete (15 minutes)

1. Keeping in mind what your students have learned about the Sustainable Development Goals, ask them if they can relate the Goals to the Zorbs Reloaded game. If the answer is yes, ask them how they see the influence of the Sustainable Development Goals in the game?
2. Explain to the students that you will say one word and they have to relate this word to the Sustainable Development Goals and the game. For example, you can say “environment” and they could reply “environment is one of the focus areas of the Sustainable Development Goals and the game requires buildings that help manage natural resources, such a water collector or a solar panel.”

Other words you can use include:

Word(s)	Possible answer
Justice and peace	Sustainable Development Goal 16 focuses on peace, justice and strong institutions, and the game includes a court building. Court buildings carry out the administration of justice in accordance with the rule of law and help to ensure a fairer society.
Education	Sustainable Development Goal 4 focuses on education and the game makes sure the school always has enough room for all children.
Equality	Sustainable Development Goals 10 focuses on reducing inequalities and the game encourages players to find the right balance between the size of the population and the size of infrastructure. There should be enough infrastructure to meet the needs of all citizens.
Energy	Sustainable Development Goal 7 focuses on affordable and clean energy, and the game encourages the construction of solar panels and water collectors.

3. When you feel that enough students have completed the activity, summarize what they have said. Make sure the following is covered by the students or by you:

- The Sustainable Development Goals focus on the creation of equality, on ending poverty, on protecting the environment and on developing a culture of peace and collaboration.

You can mention the following examples:

The Zorbs Reloaded game contains the following elements:

- The provision of equal access to resources and facilities (education, healthcare, etc.)
- The promotion the conscious and cautious use of resources
- The opportunity to carry out missions to Earth on which players can learn about topics such as exploitation, public oversight and participation, conflict resolution, gender relations, justice, wildlife trafficking and the rule of law
- The promotion of the importance of environmental protection by making players aware of the consequences of certain actions, such as the construction of buildings that increase pollution, and by having features such water collectors and solar panels to manage natural resources

4. Bring the lesson to an end by reminding the students to continue playing the game at home. You can also use this moment to introduce the family activity.

Formative assessment tip

The closing activity gives you the opportunity to carry out a formative assessment of your students. By providing thee students with keywords and hearing how they connect with the content from the lessons, you can see if they have grasped the concepts of the Sustainable Development Goals and their connection to the game.

Key messages

- The Sustainable Development Goals are present in the game through various elements
- All the Sustainable Development Goals are interconnected and they are important because they contribute to a fairer society
- Sustainable Development Goal 16 is present in the game in the form of structures that prevent inequality and ensure access to justice
- There are moments throughout the game when players are challenged to make correct decisions relating to the rule of law and justice
- No one should be left behind (e.g., the Sustainable Development Goals make sure that everyone can access what they need for a healthy, fulfilling and prosperous life)

Family involvement tip

- Your students can talk to their families about what they have learned about the Sustainable Development Goals. They can discuss with their families how they can take action to support this cause. [These](#) are examples of what they can do.

Time management tips

- If the lesson is too long, you can divide it into two parts. Part one can comprise the **Load activity** and steps one to six of the **Play activity**. The second part can contain steps seven to ten of the **Play activity** and the **Complete activity**.
- If you would like to add an introductory activity to the second part of this session, take a look at [this platform](#).
- If you would like to allow more time for discussion at step four of the **Play activity**, you can reduce the time allotted for watching videos.

Teacher resource

Sustainable Development Goals

In September 2015, the 2030 Agenda for Sustainable Development was formally adopted along with 17 Goals and 169 targets to end poverty, protect the planet and bring prosperity to all human beings over the next 15 years.

Young people are not just beneficiaries of this process; they are essential actors in achieving the Goals. Both young men and women have ability to bring about extraordinary changes for themselves, their societies and the rest of the world. Young people aged between 15 and 24 in East and North-East Asia alone make up over 20 percent of the world's young people.

As citizens of the world, young people have the right to learn and to participate in implementing the Post-2015 Development Agenda in partnership with other groups in their societies.

THE GLOBAL GOALS For Sustainable Development



1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable, and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient, and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Lesson 3: Crimes and crime prevention

Recommended age range: 13 to 18 years

Learning objectives: to get to know different types of crime and what we can do to prevent them

Learning competences: problem-solving, creativity, communication and collaboration, teamwork, social and cross-cultural skills, personal responsibility, self-regulation and initiative, civic and digital citizenship

Topics: Firearms trafficking, corruption, organized crime, cybercrime, trafficking in persons and smuggling of migrants, terrorism and violent extremism

Time: 70 minutes

Materials:

- A flipchart and markers (or a board and chalk)
- A glossary
- Scenario cards
- Crime cards

Preparation:

- Prepare the Know-Want-Learned chart

- Prepare the classroom with all the seats on one side and a space for the stage on the other side

Please be aware that certain discussions may become polarized and challenging. Always assess if certain questions will be controversial and refrain from discussions that might cause conflict in sensitive environments. The class activities shouldn't put students in dangerous positions.

Key questions:

- What are the different kinds of crime?
- What can we do to prevent crime?



Load (10 minutes)

1. This activity starts with a Know-Want-Learned chart. Know-Want-Learned is a teaching methodology used to assess students' knowledge of a specific theme. This chart has three columns and you should prepare it in advance. The chart is as follows:

What do students know about crime?	What do students want to learn about crime prevention?	What did students learn about types of crime and crime prevention?
[use this space to make a note of your students' responses]	[use this space to make a note of your students' responses]	[use this space to make a note of your students' responses in the Complete activity]

2. Start this activity by explaining to your students that the class will be discussing different types of crimes.
3. Invite the students to approach the flipchart on which you have prepared the Know-Want-Learned chart and ask them the first question. Make a note of their answers in the space provided.
4. When you feel you have enough answers to the first question, move to the next question. Again, make a note of the answers. You should keep this information in mind while facilitating the activity.
5. Finally, explain to the students that they will give their answers to third question in the **Complete activity**.



Play (50 minutes)

1. Divide the class into groups of three to five students and explain that you will give each group one scenario card. On each card, the students will find a scenario and a question (you can find the role-play cards at the end of the lesson plan).
2. If you have a large group, you can give more than one group the same scenario card because they may come up with different ways of answering the question.
3. When you have handed out the scenario cards, tell the students that they need to think of a way to answer the question and that they should present their work in a role play, which should last five minutes. They have ten minutes to prepare their role play.
4. Remind the students that the 'public' will be sitting on one side of the room and that they should face them when performing their role play. The students should also try to speak louder than usual to make sure that everyone hears.
5. Invite each group to perform their role play. After all the role playing is finished, invite the students to come together in a large circle. Display the crime cards on the floor. Ask the students to pick the type of crime that they think relates to their story.
6. Ask each group which crime card they chose. Check if their choice is correct. If not, give them another chance to choose a card or ask if students from other groups can help.
7. You can explain what each crime card means using the information in the glossary. For additional information and activities on crime prevention, you can visit the [E4J website](#) and you can tell the students that the Zorbs Reloaded game contains quizzes based on similar situations where they have to make similar decisions.

Teacher resource:

Here are the scenario cards. It is good idea to make a note of the type of crime linked to the following scenarios. This information is relevant to the Play activity. The scenario cards should be handed out to the groups of students at the beginning of the activity. The crime cards are introduced at a later stage.

Feel free to change the names and genders of the characters in the scenarios if you think the details used are inappropriate for your learning environment.

Terrorism and violent extremism

Background story: Irene likes browsing her social media accounts. She is very active on social media because she is an introvert and spends a lot of time at home and online. One day, while she is on social media, a stranger contacts her. It isn't the first time that this person has written to her and this person always writes interesting things in his messages. This time Irene decides to reply.

The scenario: Irene starts to interact with this person and after a while, he mentions that he could help her travel and meet nice people. This travel would be as part of a group that operates in several countries. The person explains that if Irene joins the group, she will be accepted quickly and could be part of all the group's activities, including travelling to new countries. Irene is very interested and begins to feel that this would be exactly the kind of group she would like to belong to.

After a few months of interacting with this person, Irene decides to find out more about him and the group. She discovers that the group is associated with terrorist activities. She has already made up her mind that she wants like to travel just to see how she feels with this group of strong-minded but very friendly and welcoming people.

What should Irene do?

Firearms trafficking

Background story: Ahmed has a friend, Sarah. Sarah says that she is angry at a neighbour. The neighbour has been making fun of her for years and is often aggressive. He has said that if she tries to do something about it, he will tell lies about her to everyone and beat her up.

The scenario: Sarah tells Ahmed that she bought a gun. She bought it from a group that sells guns illegally in her district. Sarah is afraid that her neighbour might escalate this situation and attempt to do something bad to her, such as being violent and hurting her.

What should Ahmed do?

Corruption

Background story: Raina is not doing very well at school. Because she doesn't need to work outside of school hours to contribute to her household, she has a lot of free time to study, but instead, she likes to spend time with her friends and is constantly on social media. She has no interest in studying and performing well at school.

The scenario: A friend of Raina has heard that Raina's headteacher has received a request from her father, who owns one of the largest companies in the city. Raina's father told the teacher that he would give her a large amount of money if she gives Raina the grades that will allow her to move up to the next year. He also told the teacher that if she doesn't agree to this, he will tell the school board that it is her fault that Raina isn't performing well.

What should Raina's friend do?

Cybercrime

Background story: Lana has a friend, Bruno. Bruno is very good at online games and other online activities. Recently, he told Lana that he found out a way to hack the school computer system, and could access the contact details of parents, students and teachers. Lana is concerned.

The scenario: Lana becomes more worried when Bruno tells her the following: "My cousin has a fashion shop and she is struggling to find customers. She told me that any contacts that could do a marketing campaign for her shop would be really useful. I think that I could take the information from the school system and give it to my cousin, and no one would find out."

What should Lana do?

Organized crime

Background story: Maria lives in a country where some products are quite expensive, such as bags, jewellery and clothes, especially if they are branded. Her friend, Rachel, says that she is

travelling abroad soon. She adds that she is going to buy some of these expensive products and sell them when she gets back. It seems that in the country where she is going, they can produce cheap copies of expensive branded products that look really good.

The scenario: Rachel tells Maria she could bring her back some products that she could sell to her friends for lots of money. Maria is not convinced about this, but knows that some extra money would be really helpful because she has to pay medical and school fees.

What should Maria do?

Trafficking in persons and smuggling of migrants

Background story: Jemila is standing in a line for a job interview at her local bakery. The line is quite long. While she is standing there, a man comes over and starts speaking to her. He tells her that he has an international company and can help her find a job abroad. Even though Jemila is trying to finish secondary school, she is struggling with her expenses and thinks that this could be a good opportunity. The man leaves his phone number in case Jemila would like to find a job abroad.

The scenario: Jemila speaks to her good friend, her neighbour, about the offer. She always tells her everything. Her friend tells her that she has heard about this guy. She has heard that he makes a lot of promises but when people reach their destination, the jobs are not what they expected. They are exploited, working 20 hours a day for little or no money and sleeping on a floor. Sometimes they have their travel documents taken away so that they can't escape. Jemila is concerned.

What should Jemila do?



Complete (10 minutes)

1. Invite the class to approach the flipchart or board where you are displaying the Know-Want-Learned chart. Gather everyone around it and ask the students what they have learned about crime.
2. Write the students' responses in a designated area on the flipchart or board. If the students miss out any important points, you should add these to the list.
3. This is a good opportunity to summarize the lesson and remind the students that the best approach in these scenarios is always to talk to a trusted adult who can help them make the right decision.

Formative assessment tip

The main activity and the closing activity provide an opportunity to carry out a formative assessment of the students.

In the main activity, after the role playing, students are asked to identify which type of crime they think their story was about. This is a way to assess if they have understood the different types of crime.

In the closing activity, the Know-Want-Learned chart allows you to check if the goal of the activity has been achieved. If it hasn't, you can plan extension activities to increase the students' knowledge of crime prevention before moving on to the next lesson in this manual.

Key messages

- There are many different types of crime that are present in our society. There are ways that we can help prevent these crimes.
- It is important to pay attention to the world around you. This will help you to prevent crime.
- Crime prevention is one of the components of Zorb Reloaded. It appears in the form of quizzes throughout the game.

Time management tips

- If you don't have enough time to do the role-play activity with your students, you can ask them to discuss the stories in their groups and then present their answers in a couple of minutes.
- If you want to extend the lesson, you can add questions to the Complete activity. You should be aware that discussions may become polarized and challenging. You should always assess if questions will be controversial and refrain from discussions that might cause conflict in sensitive environments.

Here are some questions you can ask:

- Did this lesson change the way that you think about crime?
- Do you know anyone who has confronted these types of challenges?
- Do you think that you now have a good idea of how to prevent crime?

Family involvement tip

- Invite each student to choose one of the scenarios and to discuss it with their families at home to see if they have similar or different views to the ones discussed in class.

Content adaptation tip

- Adapt the scenarios to suit your learning environment or choose the ones that are most relevant to your community.

Teacher resource

Glossary

Crime prevention: Any form of crime undermines the rule of law. Preventing crime involves taking measures that seek to reduce the risk of crimes occurring and the harmful effects they have on individuals and society, including fear of crime.

Criminal justice: The criminal justice system addresses the consequences of criminal behaviour in society and has the objective of protecting people's right to safety and the enjoyment of human rights. This term refers specifically to the work of the police, the prosecution service and the judiciary with regard to criminal matters, as well as regarding access to legal aid, prisons and alternatives to imprisonment, restorative justice and victim protection and reparation. It also refers cross-cutting issues, such as gender and human rights and considerations for victims, young people and children within the criminal justice system.

Corruption: Corruption is a complex social, political and economic phenomenon that affects all countries and hinders the rule of law. It undermines democratic institutions, erodes economies and contributes to political instability. While there is no internationally agreed definition of corruption, there are many actions that are recognized as forms of corruption. These include the abuse of power, bribery, embezzlement of public funds, maliciously interfering with a justice system and hiding the financial gains of corruption.

Integrity: Addressing corruption in society is linked to the promotion of individual and social integrity. Many everyday situations challenge our integrity and ethical judgement, from skipping a queue to using your position to give someone an undue advantage over others.

Organized crime: Organized crime is an ever-evolving phenomenon that affects all countries. Organized criminal groups are groups with three or more persons, some level of structure and that exist for a period of time with the objective of committing at least one serious crime. Organized criminal groups act in concert with the overall purpose of obtaining financial or other material gain. Organized criminal groups very often active in the provision of illicit goods and services for which there is high demand. Examples include drug trafficking, firearms trafficking, trafficking in persons, smuggling of migrants, wildlife and forestry crime, counterfeit goods, falsified medical products and trafficking in cultural property.

Cybercrime: The role and importance of the internet and connectivity to our society is continuing to grow. While the internet makes our lives easier, it also exposes us to the threat

of cybercrime. Cyberspace is a borderless realm and this condition attracts individuals and organized criminal gangs that are intent on doing harm.

Threats come in many forms and are divided into two broad groups: cyber-dependent crimes and cyber-enables crimes. Cyber-dependent crimes are not possible without the internet and digital technologies and have technology as a target (e.g., the creation, dissemination and deployment of computer viruses; and attacks on critical national IT infrastructure). Cyber-enabled crimes are facilitated by our ever-growing technological capacity (e.g., online fraud; online trade in illicit goods such as drugs or firearms; and online child sexual exploitation and abuse).

Trafficking in persons and smuggling of migrants: Trafficking in persons and the smuggling of migrants are complex phenomena that affect people in different ways. While sometimes linked, these are separate crimes. Trafficking in persons involves the recruitment, movement or harbouring of people for the purpose of exploitation, such as sexual exploitation, forced labour, slavery or organ removal. Victims can be children, young people or adults; boys, girls, men and women. They are trafficked by the use of improper means, such as the threat or use of force, fraudulent schemes and deception, or the abuse of power. Trafficking in persons can occur within a country or across borders. As such, trafficking in persons is characterized by an act (recruitment, transportation, transfer, harbouring or receipt of people) and specific means (threats or the use of force, deception or fraud, or the abuse of power or a person's vulnerable condition) for the purpose of exploitation (e.g., sexual exploitation, forced labour, slavery or organ removal).

An example of migrant smuggling is the act of charging migrants money to drive them across a border into another country, thus bypassing the border controls and the official entry requirements of the destination country. If migrants do not have enough money, groups may take valuable possessions as payment.

Firearms trafficking: Firearms trafficking is connected with all forms of organized crime and refers to the international trading of firearms that is not authorized by the countries involved. Firearms are used as a trafficking commodity, an expression of power or even as alternative form of payment for other illegal merchandise (e.g., drugs). In addition, firearms trafficking fuels insurgency and terrorist groups, causing or increasing regional instability. The illegal trade in firearms also contributes to arming urban criminal groups and perpetuating gang-related violence in many countries. In this regard, the trafficking and misuse of firearms is intrinsically linked to criminal organizations and networks.

Terrorism and violent extremism: Terrorism poses a major threat to international peace and security. Terrorist acts are the culmination of processes that often begin with radicalization, the formation of extremist views and acceptance of violence as a means by which to attempt change. As with other types of crimes, there is no internationally agreed definition of terrorism, but a number of behaviours are universally accepted as expressions of terrorism. Terrorist-related offences involve the use of violence for political purposes and

include the hijacking of aircraft, the targeting of marine vessels, the use of chemical or nuclear weapons against civilians, kidnapping and other forms of targeting civilians. Terrorism is not a new phenomenon, but the early twenty-first century is being shaped by a more intense focus on the issue and an increased awareness of terrorist acts and groups.

Rule of law: The rule of law is a principle of governance in which all persons, institutions and entities, public and private, including the State itself, are accountable to laws that are publicly declared. These laws are equally enforced and independently decided, and are in line with international human rights norms and standards. In order to reinforce these laws, it is necessary to have measures to ensure adherence to several principles, e.g., the principle of equality before the law. This means that all human beings are treated equally by the law and everyone is subject to the same laws of justice.

Lesson 4: Learning about values

Recommended age range: 13 to 18 years

Learning objectives: to explore the different values that are emphasized in the Zorbs Reloaded game

Learning competences: language, mathematics, critical thinking, problem-solving, personal responsibility, civic citizenship, communication and collaboration, creativity

Topics: the values of fairness, integrity, respect and acceptance

Time: 80 minutes

Materials:

- Four pieces of paper with the values associated with the Zorbs Reloaded game (fairness, integrity, respect and acceptance) written on them
- Definitions of the values (these are included in the lesson instructions)
- A small piece of paper or sticky note for each student
- Smartphones, tablets or laptops to play the Zorbs Reloaded game (ask your students in advance to bring them)

Preparation:

- Before the lesson, think about how you will facilitate difficult discussions about values. There may be students who do not share

the views of the majority. You can show encouragement through words and body language. Also, you can support the fact that they can stand up for themselves, even if you don't agree with their statements.

- You may share your views, but preferably, you should explain that you would rather hear more about your students' views. Make sure you set a good example, guide the lesson appropriately and define boundaries when necessary.

Key questions:

- What are values?
- How do values relate to the Zorbs Reloaded game?



Load (10 minutes)

1. Ask your students if they know what a value is.
2. Some students may describe a value as the monetary worth of something material, such as how much you pay for a car or a house. Other students might say that a value is something non-material that we believe in. Explain that you will be focusing on non-material values, e.g., the things that guide us in our decision-making and how we live our lives.
3. You can elaborate on this concept by sharing the following definition:

Values are a person's principles or standards of behaviour; one's judgement of what is important in life. For example, "respect for others is after all one of the most important values to encourage in our society".

4. Ask the students if this is clear. If not, provide additional examples, such as:
 - If you are someone who doesn't like it when people lie, you have truth as a value
 - If you always try to see the positive side of life, even in the most challenging situations, you cherish the value of optimism in your lifeWhen the concept is clear, give each student a small piece of paper and ask them to write three values on it and then fold it in two. Give them a couple of minutes to do this.
5. Collect all the pieces of papers and ask a volunteer to help you write the values on your flipchart or board. Check if any values are repeated and make a tally of the number of times values are listed. Other students can help you open the pieces of papers and read out the values.

6. After you have made a list of all values that the students have written down, identify the five most frequently mentioned ones. Discuss these values with the students and propose that they write them on a poster to hang in the classroom. Explain to them that these are the values that should guide their actions inside and outside of school.



Play (45 minutes)

1. Explain to the students that the purpose of the previous activity was to discuss what their values are. If the values of fairness, integrity, respect and acceptance are mentioned, make a link with the important role they have in the Zorbs Reloaded game. If the four values are not listed, make sure you mention them and make sure the students are aware of their importance to the game.
2. After mentioning the four values, ask the students if they can describe what they mean. Make sure you give a number of students the opportunity to describe the values, instead of a single student describing all four.
3. When you feel it is clear that the students understand what the values mean, divide the class into four small groups. Give each group a piece of paper with a value written on it (see below).

Fairness	Integrity
Respect	Acceptance

4. Ask each group to describe the connection between their value and different elements of the game. For example, the students might have undertaken a mission to Earth that relates to two values: integrity and respect.

They can also relate buildings in the game to the values and explain the importance of the values to the community. For example, the courthouse and the school are related to fairness. You can ask the student why they think the buildings are important and what values are associated to them? (e.g., a school with room for everyone is

providing equal opportunities and therefore is embodying the value of fairness).

5. Give the groups 20 to 30 minutes to complete this exercise.
6. Invite the groups to come together and present their work to the class. Ask if other groups if they have anything to add as they may have had different experiences in the game.
7. When the groups have shared their work, explain that the game is a good opportunity for them to think about their role in society and the importance of their values. Values are powerful and we should always stick to them.



Complete (15 minutes)

1. Ask your students the following question:
“With this activity, we have seen how the Zorbs Reloaded game ensures that the values of fairness, integrity, respect and acceptance are considered a priority when building the Zorb society. How can you apply these values to improve your neighbourhood, country, and the world we live?”
Take notes of your students’ answers.
2. Bring the lesson to a close by highlighting the importance of values in our lives, and reminding your students about the ways in which we can make sure values guide our societies, borrowing from the students’ answers if you can.

Formative assessment tip

In the main activity and the closing activity, there are ways that you can assess your students’ knowledge of values.

In the main activity, the presentation of group work allows you to assess if your students have understood the concept of values and their importance to the Zorbs Reloaded game.

In the closing activity, you have another opportunity to assess this and how your students apply their knowledge to their own lives.

Key messages

- It is important to know what our personal values are. This set of values is unique and is often a result of a person's culture, personal experiences and position in the community.
- Often countries prioritize specific values and the citizens of these countries should embrace them, just as The Zorbs do on their planet.

Time management tips

- If you don't have enough time to give the whole lesson, you can shorten the lesson. For example, you can stop the **Load activity** at step 3. However, the activity about students' personal values is important, so you should plan to do this another time.
- If you want to make the lesson longer, you can ask the students to write a letter to their future selves about how they will live each of the four values. Invite them to keep their letters for five years and then open them and read their messages again.

Family involvement tip

- Suggest to the students that they make a values poster at home. They can repeat the exercise that they did in the classroom. They give a small piece of paper to each of their family members and ask them to write down three values that are important to them. Then they make a list of the five values that are mentioned most frequently and write these values on a poster that can hang up at home.
If the students come from small families and it is not possible to make a top five list, you can suggest that they can write all the values that are mentioned on the poster. This activity can also be combined with arts and design exercises.
- Suggest to the students that they search at home for films, paintings or images that portray fairness, respect, integrity and acceptance. Invite them to make a collage (physical or digital) and share it with the class. If this activity can't be done at home, it can also be done in the classroom.

Thank you

For more information, please contact us at:
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