



REALTOPIA: MESSAGE FROM THE FUTURE

Manual for Educators

Engaging Learners in Global Citizenship
Education with the Bridge 47 Mobile Game





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Bridge 47 – Building Global Citizenship is a joint project of 14 European and global partner organisations, co-funded by the European Union. The project aims at mobilizing and strengthening civil society worldwide to innovate for more transformative Global Citizenship Education (GCE) and advocate for the realization of target 4.7 of the Sustainable Development Goals. The Bridge 47 Network brings people of various backgrounds together to learn from each other and collaborate across sectors. Get more infos and join the network on: www.bridge47.org

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Intro - Background and purpose

The years 2020 and 2021 have been strongly marked by the global COVID-19 pandemic, which has amplified pre-existing crises and global inequalities. Also, an increasing number of reports about the effects of climate change and the lack of decisive action to mitigate this existential threat have demonstrated the challenges our modern systems face to prevent and deal with crises. Global Citizenship Education (GCE), with its purpose of sensitizing, motivating and empowering learners to engage in profound social and political changes for global justice and sustainability, has proven more important than ever.

The pandemic has had an immense impact on educational practice all over the world. Digital learning and other ways of engaging learners without physical classroom settings have become a necessity. GCE practitioners have also had to adjust to these new needs and realities. Educational online games are one possibility to engage learners digitally.

Bridge 47, in cooperation with Open Lab, Powerplay Studio and high school students from Slovakia, developed the online game *Realtopia—Message from the Future* to provide a tool for online and informal learning and to experiment with the gamification of GCE.

Realtopia is a game that displays a post-apocalyptic future, a scenario that humanity possibly faces if it does not change its current trajectory. It raises awareness about the urgency and severity of the real challenges we encounter and at the same time tries to convey that a different future is possible if we all actively dream and work towards it. It aims to motivate and empower players to take real action in the present to navigate humanity towards a more positive future path.

This manual gives insights into the development process, a detailed tutorial of how to play the game and some ideas and methods for using it as an educational tool in different settings, both online and hybrid.

Why do we see educational value in digital mobile games?

Online games can be seen as a space for informal learning which allows for a political and educational dimension. The following aspects of how online games are related to GCE motivated Bridge 47 to develop an online game:

1. *Games are fun and make you happy.* Games carry an intrinsic motivation to engage and do not require a decision or coercion to educate yourself. They show that learning can be fun and easy, and happen in informal ways.
2. *Games can create epic narratives as alternative versions of reality.* Real-world issues, complexities and values can inform the narrative and yet the imaginary possibilities of games allow you to playfully and boldly think, sense and imagine what lies beyond. Players can relate their actions and decisions to a bigger story and become part of that story.
3. *Games can build skills, knowledge and competencies.* They create challenges that are tricky but solvable. They motivate you to accept the challenge, to try again if you fail. They train problem-solving skills, creative thinking and endurance. They foster the agency of individuals to look for and be part of solutions.
4. *Games offer space for experimentation and change of perspective.* They create safe spaces for “playing out” hypothetical scenarios and taking somebody else’s role and perspective.
5. *Online games give you the opportunity to be part of a bigger community* of players connected by the spirit of the game. Apart from the abstract feeling of belonging and shared identification, many games provide for real interaction and connect people across countries and social milieus, often even leading to friendships.

How we developed *Realtopia* – the process mattered as much as the product

The story of making *Realtopia* is a story about using and supporting an existing ecosystem to create games for educational and awareness-raising purposes by entering into a partnership: Ambrela (the Slovakian Bridge 47 partner) teamed up with the innovation hub Open Lab, the game developer studio Powerplay and a high school in Bratislava. Through this cooperation, the educational aspect of the game was also reflected by the development process itself: With the support of Open Lab, we have successfully deployed a “by students for students” model, i.e. high school students have created *Realtopia* as an educational game for their peers under the guidance of professional developers.

The development process took place within the time frame of one school year. In its beginning, a group of students signed up for the Open Lab programme, as part of their curriculum. They were divided into teams according to their interests, each team picking their own project. One of the teams in Open Lab picked the Bridge 47 *Realtopia* assignment, which framed the creative route the team later picked up on. The team was assigned a mentor from Powerplay Studio and the development process was kicked off in autumn by suggesting to the student developer team a few inspirations in the form of existing game mechanics they could use in their own game.

By Christmas, the team had come up with a number of game designs, paper prototypes and finally a working digital prototype of the game. All of the key gameplay mechanics were to some extent already present in this first digital prototype. After reaching this milestone, the digitalisation of the final game design took place and kept the students busy for the rest of the school year. The final stages of development included implementing a political narrative, designed by Bridge 47, and several test runs and feedback loops, improving on details of the gameplay and graphic design.

The whole process has proven to be very labour-intensive for all parties involved, due to its iterative nature. The final product was developed in stages, involving a great deal of back and forth feedback. Four student developers were involved in the production of the game for ten months, and in the final stages they were assisted by a professional graphic and game designer from Powerplay Studio.

The whole concept of creating an educational game by students for students has proven to be quite motivating for our group of young developers, who even took the development process way into their summer holidays.

What you can now download and play on your mobile phone is the product of this partnership and design process. The game itself is an open product with the potential for further development. As such, we welcome and value any feedback you may have regarding the game or game development process as well as this manual. Feel free to contact us at jakub.zaludko@bridge47.org.



 PowerPlayStudio

 openlab

 Ambrela
Platform for Development Organisations

Gameplay tutorial

The mobile game does include a short tutorial right at its beginning. The following chapter is an expanded version that will help you understand the gameplay better and facilitate possible technical challenges of players.



Type of game

Realtopia is a strategy and resource management game for Android smartphones. It has taken its game mechanics inspiration from famous games such as *Factorio*, *Frostpunk* or *Rimworld*. Players familiar with these games will feel right at home in *Realtopia*. Those who have not yet experienced strategy and resource management gaming on mobiles will most likely need a little more time to familiarise themselves with how the game works. That is part of the game!

Narrative (introduction at the beginning of the game)

The year is 2123. The eco-social crisis of the 21st century was not stopped, and humanity continued with a greedy economic system that led to environmental destruction and social injustice. Decades of famines and wars over resources and fertile lands followed; there are few people left alive today.

Surviving humans have gathered in the last habitable lands and built the peaceful, equitable and eco-sufficient community called Realtopia; based on a culture of love for mother earth and each other.

These future humans have learned deeply from past mistakes. But they mourn the loss of humanity, and the once natural beauty of Earth.

In an altruistic effort, they resort to abandoned technology and build a time machine to send a message back to the year 2020. In this, they sacrifice themselves but can help their ancestors to prevent apocalyptic catastrophe.

Gameplay objectives (introduction at the beginning of the game)

Your community will work together to collect resources for building the time machine. Send out members of the community in solar powered units to collect the garbage from the surrounding toxic wasteland. Once you have collected and recycled enough raw materials and have done enough research, you can build your time machine! It will send a message back in time to inspire and guide humans how to change themselves to avert the collapse and build a better world – as long as it is still possible.



Game Environment

After you click through the narrative introduction and tutorial, you will find yourself in the wastelands outside of Realtopia, on a desolate planet Earth, which has suffered through many devastating ecological crises.

You begin at your operation base with three buildings (you can build more of these later on) and 20 miner units.

Once you select your first miner unit, you begin exploring the area around you, where you will, sooner or later, find three types of resources, wood, steel and plastic, as well as monuments that feature ancient human pearls of wisdom and learnings from the Realtopian society which will be sent back to the past as “messages from the future” through the time machine.

Game Interface

1. Home button, which brings you to the gameplay menu as well as an alert message field, which alerts you about various game events.

2. Counter for the number of resources you have gathered and have at your disposal.

The bottom console is composed of:

3. Units drawer – where you can select and build new units

4. Buildings drawer – where you can select and build new buildings

5. FPS/Framerate counter – which shows you how smoothly the game is running on your Android device (the recommended framerate is at least 30 FPS)

6. Unit selection panel, composed of:

- + and – sign, by which you increase or decrease number of (random) units you want to select.
- “Select all available units” button, with which you can select all available units of either miner type, or explorer type, which do not have an assigned task.
- “Unit selected” counter displays the number of units you have selected
- “Select working unit” button, which if turned on, will make you select units which already have assigned task.
- “Change type of unit” button, which lets you switch between selecting miner units and explorer units.

7. Recenter camera button, which helps you get back from the wastelands to your Realtopian core city.



1. Miners



2. Explorers



3. Wood



4. Plastic



5. Metal



6. Monuments

Units

As you explore the game environment of the desolate Earth, you will be using two types of units to do so:

1. Miners

Miners are slow-moving units that can be used to collect resources as well as move resources between different buildings. You start the game with 20 miners.

2. Explorers

Explorers are fast-moving units that are best suited for uncovering the unexplored areas, finding new resources, and hidden monuments. You do not have any explorer units at the start of the game, but can produce these once you research them in the Research Center

Resources

3. Wood

Can be found in the environment as trunks of fallen trees.

4. Plastic

Can be found in the environment as a pile of bottles, plastic covers and tyres.

5. Steel

Can be found in the environment either as a car wreck, old microwave oven or broken washing machine.

6. Monuments

Are rock-shaped items dispersed in the environment. When you click on them, a message pops up, providing you with ancient and Realtopian wisdom about global justice, sustainable development and active citizenship. By discovering the monuments, you also get a bonus of additional resources (wood, plastic, steel).



1. Unit Factory



2. Resource Outpost



3. Miner Barracks



4. Research Center



5. Explorer Barracks



6. Rocket Silo

Buildings

1. Unit Factory

Which you have at your disposal from the beginning of the game. It is the white building, which creates units and upgrades (to buildings and units) from the resources you gather and recycle.

2. Resource Outpost

Which you have at your disposal from the beginning of the game. It is the yellow building used by your units to deposit gathered resources and then to withdraw resources for the purposes of researching new technology, buildings and units, and building the time travel rocket.

3. Miner Barracks

Is a green building that you have at your disposal from the beginning of the game. In this building, your miner units are stored when they are not in use.

4. Research Center

Is a blue building that you do not have yet at the beginning of the game, and can build when you have collected enough materials for its construction. In the Research Centre, you can use your gathered resources for researching new buildings (such as Unit Factory and Rocket Silo).

5. Explorer Barracks

Is a turquoise building that you have to research first before you can build it in your Realtopian city. Explorer Barracks is where your explorer units are stored when they are not in use. By placing your explorer barracks strategically throughout the environment you can cut the travel distance of your explorers significantly when exploring parts of the environment far from your base city.

6. Rocket Silo

Is a red building that you do not possess at the beginning of the game and have to research first, to be able to build it. You can use it for building a time travel rocket, which will be capable of sending warning messages about coming catastrophes to the early 21st century humans.



Endgame – a moral twist

Once you have gathered enough resources (through exploration, mining and city building) to build the time rocket, the following decision screen will pop up:

You did it! Together you built a time machine that will get a message back to 2020 to avoid societal and environmental collapse!

Once you press the button and change the past, you will cease to exist.

Are you really willing to make that sacrifice for giving your ancestors a second chance to fix the past?

Start Time Machine | Sabotage Time Machine

Once you press “Start Time Machine” button, your game ends, since you have sent all the necessary information and warnings to humans living in the early 21st century, who were then able to prevent an ecological catastrophe.

Once you press “Sabotage Time Machine”, you decide to play further, in the sandbox mode, continuing to clear Earth of rubbish.

Ideas for using the game as an educational tool

The game has been designed to provide educational value on the following levels:

1. Awareness Raising: First of all, *Realtopia* presents a gloomy but realistic future scenario for Earth and for humanity if we continue with business as usual and fail to decisively address the current challenges. It conveys that climate change, ecological degradation and the resulting social and political crises are existential threats to civilization as we know it. The game aims for the players to understand the severity of the current ecological, social and economic injustices in the world and their own complicity and responsibility.

2. Alternative Vision: *Realtopia* wants to send the positive message that a utopia can become real if we learn from our past mistakes, dare to dream big and all work together towards a wiser society. It conveys the message that everyone matters and can make a difference.

3. Empowerment for Action: The players can explore different angles and concrete ideas through which destructive phenomena such as climate change and social injustice can be addressed by everyone, especially when exploring the hidden “monuments” (see Appendix). Calls for action range from individual consumption patterns to forming collectives and taking political action. They present the broad spectrum of citizens’ engagement and consider different abilities, powers and preferences to engage in change. Players get a sense of their own positive role in change.

4. Dealing with Ethical Dilemmas and Conflicting Interests: The hypothetical moral twist at the end of the game opens up a space to reflect on real ethical and personal dilemmas connected to the question of what we are really willing to change, let go of and sacrifice. What is required from us to preserve Earth as a livable planet also for future generations? Why should we care? Why is it so difficult to really change and act, despite good intentions? What are we afraid of, what is holding us back?

Educational use of Realtopia:

Individual play:

Realtopia works as a standalone game for individual free time play. The contents of the game are self-explanatory, without the need for extra educational activities. This can be considered informal GCE.

In classrooms and other educational settings:

Realtopia could be played in a classroom, individually by each student, or in groups. The gameplay leading up to the endgame lasts approximately two hours. This time should be considered in relation to classroom use. The game can be embedded into preparatory and debriefing sessions.

Hybrid:

Play at home, discuss together: The game may be best suited to be played by students at home, without the time pressure to rush through the gameplay. Its contents and the decisions of the students during the game could then be discussed in the classroom.

How can you prepare and expand on the content of the game with your students?

Below you can find a list of suggested activities which you can deploy in an educational setting, as singular or combined activities for preparing, debriefing and drawing from the game. The Appendix lists all the narrative contents, famous quotes and political statements from the monuments, which may provide additional content to work with.

Activity no. 1 “Take a Position for Global Justice and Sustainability”

Target group: age 15+

Time: 30-45 minutes (excluding gameplay time)

Methods: opinion scale, discussion

Applicability: suitable both as preparation or debriefing of the game

Goals of the activity:

- Activating the knowledge and dispositions of students towards the issue of global justice and sustainability.
- Reflecting on our own role and power as global citizens.
- Training to take a position on complex matters based on own arguments and learning to listen to, respect and learn from other opinions and perspectives.

Activity Description:

1. Before holding the session, let your students know that you will be dealing with our responsibility and power to act for global justice and sustainability. Invite them to an activity called ‘opinion scale’. During the activity, their task will be to position themselves standing on a scale (which can take the form of a line) according to their opinion. Place two signs on opposite sides of the room, one reading “fully agree”, the other “fully disagree”. The opinion scale is a spectrum of agreement between these poles.

2. Inform your students that you will be reading statements to them and ask them to position themselves on the opinion scale depending on their stance towards each statement. Make sure they understand that there is no right or expected answer, no right or correct position on the opinion scale. Some of the statements may seem controversial to the students. Explain to them that this is done on purpose to fuel the discussion.

3. After they are familiar with the opinion scale rules, read aloud some of the following statements to them. Adjust these to the context of the respective learning group (you can also get inspired by the statements and quotes from the game monuments, see the Appendix):

a. All the people in the world should have the same opportunities to lead a good life.

b. Equality means that I have to renounce something so that others can have more (or the other way round).

c. It is our duty to preserve the environment to ensure a healthy planet for future generations.

d. Economic growth and sustainability are opposites. One excludes the other.

e. Global justice and sustainability can be reached through local action.

f. I am already engaged and acting for more sustainability and social justice.

g. I have no power to change anything.

As students have taken their positions on the opinion scale, ask some of them why have they chosen their selected positions. As you facilitate the discussion, challenge the group with different perspectives and arguments (which may not necessarily be the ones you believe in, but may fuel the discussion). Provide some facts where necessary. Students are allowed to change their position on the scale if, hearing different arguments during the discussion, changes their views.

4. Thank all the participants for sharing their opinions. Optionally invite them for a debriefing round, e.g. with the following questions: Was it difficult to take a position and why? Has your opinion changed? Are you (more) motivated to act for more justice and sustainability? Why should we care?

Activity no. 2: “Debriefing the Realtopia Gameplay Experience”

Target group: age 15+

Time: 45-90 minutes (excluding gameplay time)

Methods: Feedback round, open discussion, pro-and-con discussion or role-play, small group work or council.

Applicability: Debriefing of the game.

Goals of the activity:

- Creating a space to share all feelings and questions that the game evoked
- Using the messages and experiences from the game to learn about global citizenship and sustainability

Activity Description:

1. Invite the students to an open **feedback round**: *How did you like the game? Has something confused you? Did it make you more curious about something in particular? Is there something you would like to know more about? Did it trigger any feelings?* Acknowledge the different feelings that are shared.

Collect all questions that came up while playing the game and visualise them on a board (cluster the questions if possible).

2. **Harvest and discuss the lessons learnt from the game:** Explore and discuss the themes and questions the game evoked with the whole group. Apart from the questions that the players shared, you can break the ice or fuel the discussion with the following questions:

- *What do you think led human civilization to the environmental collapse depicted in Realtopia? Do you think such a scenario is realistic and likely? Why (not)?*
- *What would you want politicians to do with regards to global issues like climate change or inequality?*
- *What is your own role? What are some of the things we can do/change in our daily lives to preserve a livable planet for future generations?*
- *What was your choice at the end of the game and why? What sacrifices are you willing to make in your daily life to help preserve a livable planet for future generations?*

Depending on the nature of the question or issue and on what works well with the group, you can use open discussion, pro-and-con discussion or role play, small group work or council. For a deeper understanding of some complex issues, more context and information might have to be provided or researched in additional sessions.

Activity no. 3: “Challenge accepted! Researching solutions”

Target group: age 15+

Time: 90+ minutes (excluding gameplay time)

Methods: group work, online research, discussion, mind-mapping.

Applicability: Both suitable as preparation of or building on what was learnt from the game

Goals of the session:

- Understanding better the scope, complexity and systemic interconnectedness of global challenges
- Identifying possible responses and solutions to global challenges
- Whetting an appetite to learn more and build skills to address those challenges.

Activity Description:

1. Ask your students what they believe to be the greatest challenge the Earth is currently facing. Write these on the board.

2. Make the students choose one of the challenges. Students who have chosen a similar challenge shall form a group. Group sizes should range between two and five students — if more than five students have picked the same challenge, divide them into smaller groups. Instruct each group to appoint one facilitator, one note taker and at least one presenter.

3. Give the students at least 30 minutes to research or imagine potential and existing responses and solutions to the global challenge they chose to work on. Ask them to make a list of things that need to change, to be strengthened, to be stopped or let go of, and who has the power and responsibility to act on it. Invite them to think about which knowledge and skills they already have to work on these challenges, and what else they would like to learn.

4. After the students have completed the group work, ask the appointed presenters to summarise their findings: What responses and solutions did they identify? (30 minutes).

5. Explore how the different challenges and solutions are interconnected and mutually dependent, e.g. draw connections on a mind map.

Activity no. 4 “Creative Writing - Dreams of Change”

Target group: age 15+

Time: 90+ minutes

Methods: creative writing, drawing, gallery walk, discussion.

Applicability: Debriefing and expanding the content of the game

Goals of the session:

- Engaging creatively and emotionally with the content of the game and global challenges.
- Learning to dream and think big, to visualise alternative realities.
- Fostering argumentation and creative writing skills.

Activity Description:

1. Invite your students to write an essay and/or draw something on one of the following questions:
 - a. *Imagine you are one of the 200 remaining people on Earth living in Realtopia. What would be your message to past humans, living in the 2020s? Write a letter to your ancestor.*
 - b. *Imagine your positive utopia of a future world: How will people live in the year 2100? How will people work? What will agriculture and food look like? How will resources be distributed? How will people learn? How will people organise themselves and take decisions together? How will they move around? What will people enjoy most? Write an essay, a documentary and/or draw your vision.*
2. Give your students at least 30 minutes to write or draw, or have them do it at home between the sessions.
3. Choose a way to share all the pieces, e.g. through an individual presentation, a gallery walk or uploading to a shared online cloud. Acknowledge the uniqueness of all the pieces.
4. Encourage your students to give each other positive feedback, ask about what they did not understand, and share what resonated, surprised, inspired, and irritated.
5. Optionally: Have an open discussion about the real-world implications. *Which are feasible solutions towards which we want to work and how can we do it?*

Activity no. 5: “Our Power - Becoming an Active Global Citizen for Change”

Target group: age 15+

Time: 90+ minutes

Methods: mind map, group work, discussion, online research, presentation.

Applicability: Debriefing and expanding the content of the game

Goals of the session:

- Familiarising themselves with the idea of being a global citizen.
- Understanding the power that individuals have to make a change.
- Exploring existing change initiatives and approaches.
- Discovering concrete ways to engage in the own local community.
- Encouraging young people to take action.

Activity Description:

1. Introduce the topic of today’s session: activism and civic engagement – local action for global change. You can use (a selection of) messages No. 1, 4, 7, 8, 9, 13, 14, 18, 21, 37, 43, 48, 49 from the game (see Appendix) as inspiration for the power and responsibility of individuals to make a change in the world, e.g.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” – **Margaret Mead (13)**

“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.” – **Archbishop Desmond Tutu (14)**

2. Brainstorm or make a mind map with your group: ask the students what they associate with the term “global citizen”. *What does it mean to be a global citizen (think of identity, belonging, values, attitude and action)? Do you feel like global citizens? Why (not)?*

3. If not mentioned yet, introduce and elaborate the key idea of global citizenship: “Think Global

and Act Local”, as an introduction to exploring opportunities for civic engagement in their own local environment.

4. Mapping aspects of local and global change in our own lives: Invite the students to draw a local map with all the places that concern their lives (e.g. their home, their school, supermarkets, shopping centres, cafés, religious centres, youth clubs, recreational sides, local authorities, sports clubs). Alternatively, you could hand out a prepared map for them to fill.

- Ask them to think of how those places carry aspects of global connections, social justice or environmental (un)sustainability: *What are the problems/challenges, what is already being done to make a change, what else could be done, what could YOU do? Is there a problem in your community, city, region or country that bothers you?*

(This can first be done individually and then exchanged and put together in small groups to be shared and discussed with the whole group.)

5. Reflection questions: *Do you feel responsible for what is happening in your community and society at large? Are you willing and able to make a change and take action? What keeps you from it? What would you need?*

6. You are not alone! – Mapping existing initiatives to engage with: Ask the students whether they are already engaged with or know of any civil society or activist groups that have been actively implementing or demanding solutions to local and global challenges (such as climate change) in their local contexts. Collect all practices, initiatives, projects, collectives or movements that they know of in their community.

7. Optionally: ask students to research (more) initiatives and opportunities to engage with online. Some innovative projects can also be found here: <https://bridge47.org/tags/innovation-stories>

8. Potential follow up activities (if you can work with the group for a longer period of time)

- Invite people from one or several of those local initiatives. Or make an excursion with the group to one or several of those initiatives.
- Have small groups develop, plan and implement small action projects or campaigns,

choosing an area that they feel passionate about (e.g. in their school or neighbourhood). Invite the creativity of the whole group to give feedback and input for the ideas and implementation concepts. Accompany the planning and implementation process. Reflect on the success and failures of those projects and what was learned.

Appendix: Messages from the Future

What follows is a list of quotes and narrative snippets, which may be found on the monuments dispersed in the Realtopia environment, and which you can use as discussion points while working with the game in an educational setting.

1. You are all part of the problem and all part of the solution – you can only solve this together.
2. Consider all the things that shrink when the economy grows! What is really important?
3. Stop just fighting poverty, also fight richness – the two are connected!
4. Imagine all the things you can build, repair, cook, do yourself instead of buying them! It's fun, cheap and saves resources!
5. Every day 100 species go extinct. A species that has died will never come back. Protect the biosphere, there is nothing more precious!
6. To produce one beef-burger it needs 3000 liters of water, 2 kilos of grains and causes 2 kilos CO2 Emissions. You can reduce your carbon footprint extremely by eating less meat.
7. You demand more justice or less pollution? You are not alone! Add your power to one of the many existing groups, movements and civil society associations that struggle for change!
8. Diversity is your strength. There are no human races, but racism kills. Start treating all people the same, while appreciating their differences.
9. You have a voice, use it to claim social justice. Nobody is too small to make a difference!
10. Art is just as valuable for the future as building a machine. Try to write a poem today, everybody is a poet.
11. Speak from your heart and listen from your heart – and see how others will open up too.
12. Video games are awesome. But how much more awesome is it to hug a person, share a laugh?
13. “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”
– **Margaret Mead**, anthropologist
14. “Do your little bit of good where you are; it's those little bits of good put together that

overwhelm the world.”

– **Archbishop Desmond Tutu**

15. “You have to hold yourself accountable for your actions, and that's how we're going to protect the Earth.”

– **Julia Butterfly Hill**

16. “Most of the damage we cause to the planet is the result of our own ignorance.”

– **Yvon Chouinard**

17. “There is no such thing as ‘away’. When we throw anything away it must go somewhere.”

– **Annie Leonard**, proponent of sustainability

18. “The greatest threat to our planet is the belief that someone else will save it.”

– **Robert Swan**, author

19. “We cannot solve our problems with the same thinking we used when we created them.”

– **Albert Einstein**, physicist

20. “Sustainability is no longer about doing less harm. It's about doing more good.”

– **Jochen Zeitz**

21. “We don't have to engage in grand, heroic actions to participate in change. Small acts, when multiplied by millions of people, can transform the world.”

– **Howard Zinn**

22. People who live in places with high levels of air pollutants have a 20% higher risk of death from lung cancer than people who live in less polluted areas.

23. Energy is the dominant contributor to climate change, accounting for around 60% of total global greenhouse gas emissions.

24. Recycling helps to conserve energy and as a result, fewer greenhouse gases are emitted. Consuming less is even better!

25. A glass that is produced from recycled glass instead of raw materials can reduce related air pollution by 20%, and water pollution by 50%.

26. If you think that you will be spared lung cancer because you do not smoke, just remember that your lungs or heart may be similarly damaged simply from exposure to smog.
27. Recycling helps to conserve our natural resources like coal, oil, and gas.
28. 24 trees are cut down to make one ton of newspaper.
29. Public transportation and carpooling can help you to reduce air pollution.
30. One third of most household rubbish consists of packaging materials that could be recycled.
31. “The greatness of a community is most accurately measured by the compassionate actions of its members.”
– **Coretta Scott King**
32. If you want to go quickly, go alone. If you want to go far, go together.
33. “My consciousness of belonging to the invisible community of those who strive for truth, beauty, and justice has preserved me from feeling isolated.”
– **Albert Einstein**
34. “Deforestation is changing our climate, harming people and the natural world. We must, and can, reverse this trend.”
– **Jane Goodall**
35. “You cannot protect the environment unless you empower people, you inform them, and you help them understand that these resources are their own, that they must protect them.”
– **Wangari Maathai**
36. “The environment and the economy are really two sides of the same coin. If we cannot sustain the environment, we cannot sustain ourselves.”
– **Wangari Maathai**
37. “I don’t want to live in the kind of world where we don’t look out for each other. I can’t change the way anybody else thinks, or what they choose to do, but I can do my bit.”
– **Charles De Lint**
38. “Only the individual can ensure the rights and equality in the infinite complexity of the human society, not some government or institution.”
– **Abhijit Naskar**
39. “This is your life. You are responsible for it. You will not live forever. Don’t wait.”
– **Natalie Goldberg**
40. “If it can’t be reduced, reused, repaired, rebuilt, refurbished, refinished, resold, recycled, or

- composted, then it should be restricted, designed or removed from production.”
– **Pete Seeger**, Folk Singer and Social Activist
41. “We are living on this planet as if we had another one to go to.”
– **Terri Swearingen**, Nurse and Winner of the 1997 Goldman Environmental Prize
42. “The right thing to do and the hard thing to do are usually the same.”
– **Steve Maraboli**
43. “If you own this story you get to write the ending.”
– **Brené Brown**
44. “We never know the worth of water till the well is dry.”
– **Thomas Fuller**, historian
45. The world’s billionaires — just 2,153 people — have more wealth than 4.6 billion people.
46. Oxfam estimates that getting the richest one per cent to pay just 0.5 percent extra tax on their wealth over the next ten years could fund the investments needed to create 117 million jobs in sectors such as elderly and childcare, education and health.
47. Women and girls together put in 12.5 billion hours of unpaid care work every day, and countless more for poverty-level wages.
48. “A generation that acquires knowledge without ever understanding how that knowledge can benefit the community is a generation that is not learning what it means to be citizens in a democracy.”
– **Elizabeth L. Hollander**
49. “We are citizens of the world. The tragedy of our times is that we do not know this.”
– **Woodrow Wilson**
50. “A passive and ignorant citizenry will never create a sustainable world.”
– **Andrew Gaines**



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