



2030 agenda:

we have a planet
to be saved

PUPIL BROCHURE
1st GRADE SECONDARY SCHOOLS

'2030 Agenda'

presentation

NAME	2030 Agenda for Sustainable Development
YEAR AND PLACE OF BIRTH	25 September 2015. It was born thanks to the will of the UN (United Nations Organisation) which is dedicated to ensuring peace in the world, helping countries to live in peace and fighting for human rights in order to ensure the well-being of all.
GOAL	Making Planet Earth a better place for all present and future human beings by solving important problems that unfortunately still exist in the world.
GENERAL ISSUES TO BE RESOLVED	<ul style="list-style-type: none">• In many countries, people are not all considered equal and do not have the same rights• Many still suffer from hunger and thirst and are poor• Many sick people cannot get treatment• Many children and young people cannot go to school or university• In many parts of the world there is war and people are afraid• Planet Earth is polluted and overexploited due to human activities (we are taking too many resources, e.g. trees, metals, oil, etc.) and stocks are running out.• Many water and land animal species are becoming extinct and we are destroying their habitat
TOTAL NUMBER OF GOALS	As many as 17, we address them in this workbook through explanations and activities
WHAT IS THE AGENDA FOR	Within the agenda, the UN has listed all 17 goals to be achieved, how to achieve them, the various steps and regular commitments, and the roles of those who must commit and collaborate to make this happen: governments, communities, industries, but also universities, scientists and... all of us through responsible and respectful behaviour!
TIME TO REACH THE GOALS	2030 Year-end

ACTIVITY: MAN'S NEEDS

Download factsheets
game to complete
the activities of this
brochure

All people, without distinction, have needs (all those things we need to live and be well): reflect on this and, guided by the drawings, write them down. These needs, which seem obvious to us, are in reality not guaranteed to all in many countries of the world.







(healthy, uncontaminated water)





(healthy, unpolluted air)



(clean environment)









all 2030 Agenda goals

1



ZERO POVERTY

Ending all forms of poverty in the world

2



ZERO HUNGER

Ending hunger and promoting sustainable agriculture

3



GOOD HEALTH

Ensuring health and promoting well-being for all

4



QUALITY EDUCATION

Promoting quality learning opportunities

5



GENDER EQUALITY

Achieving gender equality and empowering all women

6



CLEAN WATER AND HYGIENE

Ensuring the availability of water and sanitation facilities

7



CLEAN ENERGY FOR ALL

Ensuring access to safe, sustainable and modern energy for all

8



DECENT WORK AND DEVELOPMENT

Promoting economic growth and employment for all

- 9**  **BUSINESS, INNOVATION AND INFRASTRUCTURE**
Building durable infrastructure and sustainable industrialisation
- 10**  **REDUCING INEQUALITIES**
Reducing inequalities between and within nations
- 11**  **SUSTAINABLE CITIES AND COMMUNITIES**
Making cities inclusive, safe, resilient and sustainable
- 12**  **RESPONSIBLE CONSUMPTION AND PRODUCTION**
Ensuring sustainable consumption and production patterns
- 13**  **FIGHT AGAINST CLIMATE CHANGE**
Counteracting climate change and its effects
- 14**  **UNDERWATER LIFE**
Sustainable use of the oceans, seas and marine resources
- 15**  **LIFE ON EARTH**
Protecting terrestrial ecosystems
- 16**  **PEACE, JUSTICE AND STRONG INSTITUTIONS**
Promoting peaceful and inclusive societies for sustainable development
- 17**  **TOGETHER FOR THE GOALS**
Strengthening instruments to reinvigorate the global partnership

Sources:

- 'Education for Sustainable Development Goals' brochure - UNESCO
- '17 goals for our sustainable development' brochure - Ca' Foscari University Venice

The following texts were taken from:

- 'Education for Sustainable Development Goals' brochure - UNESCO
- '17 goals for our sustainable development' brochure - Ca' Foscari University Venice
- Deascuola/2030 Agenda

goal 1: ending world poverty



CAUSES OF POVERTY

- Lack of work that makes money
- Many have no land to be cultivated to produce food
- Wealth in the hands of only a few
- Wars and catastrophes
- Non-productive and over-exploited land (by others)
- Not knowing how to read, write and the possibility of learning a job

CONSEQUENCES OF POVERTY



Lack of quality, nutritious food



In the event of illness, you cannot buy medicine and treatment



Fighting or stealing to obtain food or other necessities of life



Separation of the poor from everyone else, loneliness and marginalisation



Situations of social degradation and addiction (drugs, alcoholism, etc.)



Exploitation: unscrupulous people take advantage of situations of poverty and, for example, underpay people in jobs



The poor seek other places where they can find food to survive and work and migrate to other countries

13 TIMES AS MANY PEOPLE AS ITALY LIVE IN EXTREME POVERTY

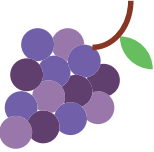
goal 2:

sufficient, healthy and nutritious food for all

If the world were only inhabited by 100 people:

30

people would have enough food



50

people could not always eat



20

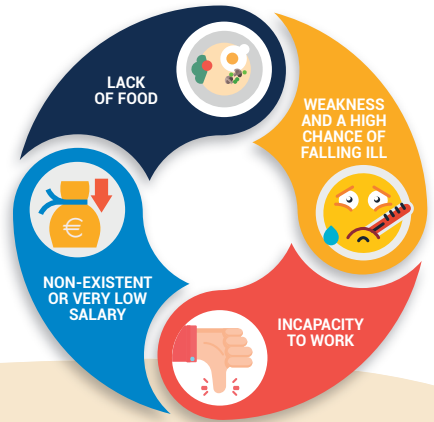
people would be undernourished



Source: www.100people.org

A VICIOUS CIRCLE

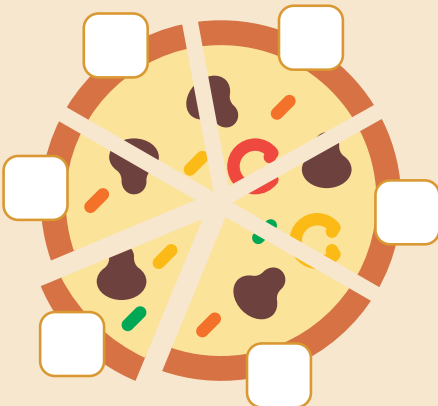
Extreme hunger and malnutrition do not allow poor communities to develop. Those who are malnourished are less productive, are more likely to fall ill and are often unable to earn more and improve their living conditions. Food would actually be enough to feed the entire planet but the difficulty for many is to buy it or have it close by, available.



ACTIVITIES

THE FACTORS THAT ENABLE ACCESS TO FOOD AND PEOPLE NOT TO BE HUNGRY

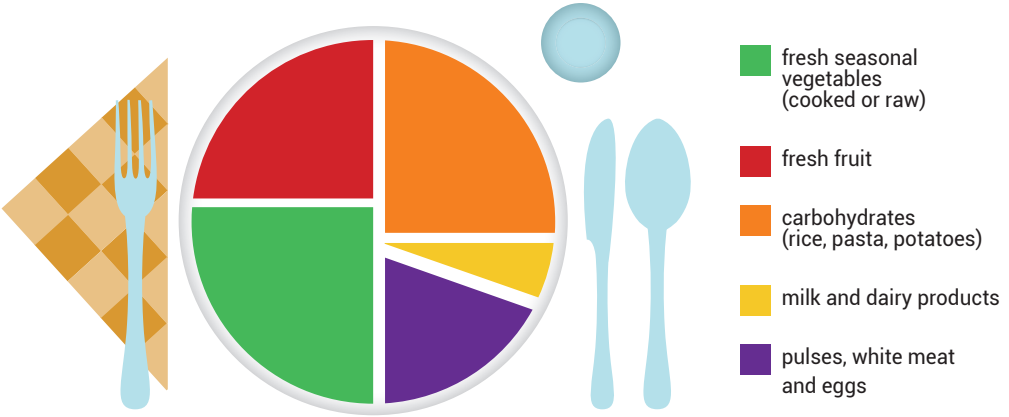
Man needs to eat every day and several times a day. Many do not have the possibility, due to different issues. Below is a pizza divided into 6 slices. Each segment is guaranteed by one of the factors listed alongside. It is up to you to choose the correct ones from the 10 listed, by placing the correct number above a slice.



1. work and money to buy food
2. living in the city
3. fertile and productive land for cultivation
4. availability of water and regular rainfall
5. eating every other day
6. field irrigation systems
7. agricultural and food processing machinery
8. eating only protein
9. sufficient quantity of food, even of poor quality, the important thing is to fill the belly
10. proper division of land between people

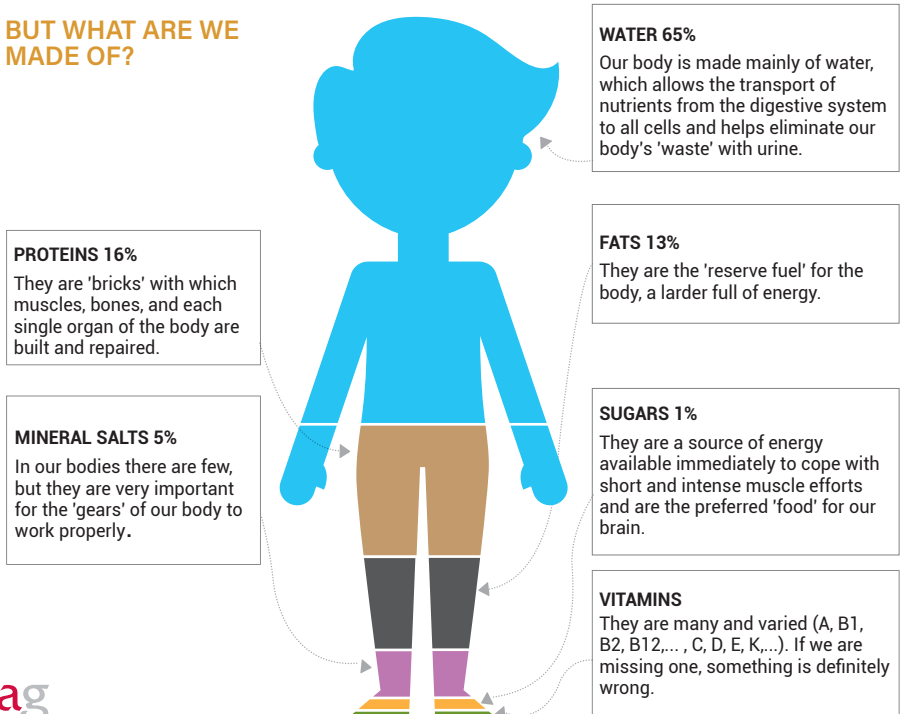
FEED YOUR WELL-BEING: WHAT DO I PUT IN MY PLATE?

A plate full of many elements in the right proportions: each section of the plate corresponds to the right proportion of different foods, in the most correct and recommended combination for our meals.



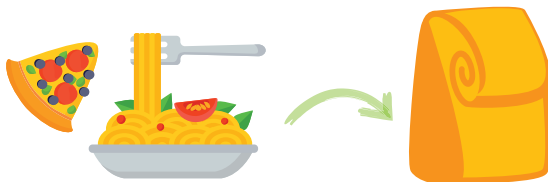
MAN NEEDS NOT ONLY FOOD IN QUANTITY BUT ALSO FOOD OF QUALITY.

BUT WHAT ARE WE MADE OF?



SAY NO TO WASTE WITH RESPECT FOR THOSE WHO DON'T HAVE FOOD!

At the restaurant or pizzeria ask for a container to take home uneaten food.



This action is:

- clever because then food is not wasted;
- environmentally friendly because no waste is produced: leftover food is not thrown in the dustbin;
- good for the wallet because you can eat the leftovers during another meal and avoid buying new ones.

ACTIVITIES: FOOD WASTE



Estimates of the 'good food' thrown away by every Italian household, every week:

213 gr. amounting to **8.7 euro** wasted

NOW LET'S DO SOME MATHS...

Based on the above data now calculate in one year:



Kilograms of food thrown away by a family



Money wasted on the purchase of discarded food

Now ask your parents for support and find out how many households there are in your town. Once the data is obtained, go on calculating:



Total kilograms of food thrown away



Money wasted on the purchase of discarded food

THROWING AWAY FOOD IS LIKE...
THROWING AWAY ENERGY AND RESOURCES TO PRODUCE IT



WATER



SOIL



ENERGY



FUEL



WORK

goal 3:

medicines and treatments available for all sick people

Not everyone in the world has yet the possibility of being healed. In Italy if you are sick you have the security of receiving the right treatment but in other countries this is not the case.

ACTIVITY: for each problem related to people's health, try to write down the relevant solution with the help of drawings.

PROBLEMS

- 1 In many places, being treated is not a right: people can only receive treatment if they have money
- 2 Those who are poor and do not eat enough are weak and are very likely to fall ill
- 3 In poorer countries there are more diseases due to the lack of cleanliness and sanitation.
- 4 People often do not receive vaccines that would allow them to defend themselves against diseases
- 5 Medicines often cost too much and hospitals are too far away
- 6 In poor countries there is no clean water: drinking dirty water leads to disease
- 7 Many people do not know what to do to defend themselves against disease because nobody tells them

SOLUTIONS



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goal 4: quality education

Worldwide, 57 million children fail to go to school.

The causes are:

- the presence of wars or civil conflicts
- denied access to education for girls and young women (about 1/3 of poor countries have not achieved gender equality in this area)
- the remoteness of schools from homes
- poverty: school is not free everywhere as in Italy and, as a result, only the children of the better-off families are able to go to school

WHY, ON THE CONTRARY, CHILDREN AND YOUNG PEOPLE NEED TO GO TO SCHOOL:

It reduces inequalities, brings people closer together and educates children and young people about their rights and duties



More peaceful society

Adequate education and training



Preparation to find a future decent work

Children and young people who go to school are not caught up in illegal activities



Combating illegal activities and increased security

Dissemination of information on disease prevention (e.g. AIDS)



Improving public health

Education ensured for all leads to the general emancipation of society



Economic and social development of countries



To summarise, the importance of education is all in a word:

FUTURE

A future that would otherwise only be marked from hunger and misery.

goal 5:

achieving gender equality and emancipate all women

WHAT DOES GENDER INEQUALITY MEAN?

Many little girls, girls and women are treated differently and have fewer rights and opportunities than children and men. **In 52 countries around the world, equality between men and women is not guaranteed by the constitution** and girls are unable to access healthcare, proper nutrition, education and thus the world of work.

CONSEQUENCES OF INEQUALITIES

- **Limitation of women's autonomy** (they are forced to depend on men and submit to their will)
- **Reduced development** (women make up half of the population and thus half of its potential).

QUIZ: IN YOUR OPINION...

1 IN HOW MANY COUNTRIES IN THE WORLD IS THE PRESIDENT OR HEAD OF STATE A WOMAN?

5

20

100

2 WHICH WAS THE FIRST COUNTRY IN THE WORLD TO GRANT WOMEN FULL POLITICAL RIGHTS (THE RIGHT TO VOTE AND TO BE ELECTED)?

France

United States of America

Finland

Source *: GoGoals SDG - Sustainable Development Goals.

Solution: 1: 20 - 2: Finland

goal 6:

clean water and sanitation ensured for all

Water is a precious commodity since without it there would be no life on Earth. Unfortunately, this is not always guaranteed for everyone.

SOME DATA:

- About 1.8 billion people, or 30 times those living in Italy, use a source of water contaminated by faeces as their drinking water.
- 2.4 billion people do not have access to basic sanitation services such as toilets or latrines.
- More than 80% of the water used in human activities is discharged into rivers or the sea without any treatment.

ACTIVITIES: THE USES OF WATER

Please list below all the uses that man makes of the water asset. The goal is to find at least 6! Below are some drawings: they are useful clues to help you find the most difficult solutions.

1 _____

2 _____

3 _____

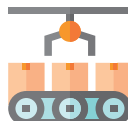
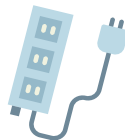
4 _____

5 _____

6 _____

7 _____

8 _____



" THE NINE PRINCIPLES OF WATER DEMOCRACY'

Vandana Shiva (Author 'The Water Wars')

1. **Water is a gift from nature:** it is our duty to respect it.
2. **Water is essential to life:** all species and all ecosystems are entitled to their share of water on the planet.
3. **Life is interconnected through water:** water connects all human beings and every part of the planet through its cycle.
4. **Water must be free for subsistence needs:** nature gives it to us for free, buying and selling it robs the poor of their human rights.
5. **Water is a finite resource and can be depleted** if used unsustainably.
6. **Water must be conserved:** everyone has a duty to conserve water and use it within ecological and fair limits.
7. **Water is a shared asset:** it is not a human invention, cannot be confined and cannot be owned as private property.
8. **No one has the right to destroy it,** i.e. abuse, waste or pollute water circulation systems, not even for marketable pollution permits.
9. **Water is not substitutable:** it is inherently different from other resources and products. It cannot be treated as an economic asset.



goal 7:

clean energy for all

AN IMPORTANT DISTINCTION: RENEWABLE AND NON-RENEWABLE ENERGIES



RENEWABLES: energies that do not run out because they are continuously produced by the natural cycles of the earth and the sun.



NON-RENEWABLE: they are produced using materials that cannot be formed again or take too long to regenerate (millions of years).

GAME: RENEWABLE ENERGY OR NOT?

Each drawing matches a type of energy source. Write the name next to it and mark whether it is renewable or not.

TYPE OF ENERGY



















RENEWABLE?

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

MANY COUNTRIES IN THE WORLD TODAY STILL HAVE NO POSSIBILITY OF USING ENERGY.

If the world were only inhabited by 100 people:

76

people
would have
electric light



24

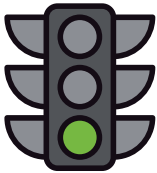
people
would be
in the dark



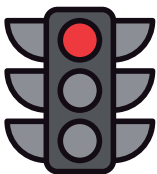
Source: www.100people.org

AND WHAT CAN WE DO?

Some home economics, talk to your parents:



- install **low energy** (class A) or LED light **bulbs** : you will reduce consumption by 70% compared to the use of conventional ones;
- prefer **quality bulbs**: they cost a little more but they last at least 10,000 hours (ten times as long as normal ones) and light up without the delay typical of neon;
- **always** use the **washing machine with a full load** and prefer '**ecological**' programmes, without pre-washing and at low temperatures: a 90° cycle consumes 1,800 Wh (32 cents), those at 30°-40° 497 Wh (9 cents);
- buy washing machines with a **hot water connection**, you will save a lot of electricity!



Behaviour to avoid in order not to waste energy:

- **leave standby on**: they add up to 15% on the bill. To facilitate switching off, connect the plugs to one power strip with a switch;
- **prefer a low energy class**: an A++ class refrigerator consumes more than 70 per cent less than a D class;
- **buy built-in refrigerators and freezers**: it is always a good idea to buy them outdoors and place them at least 10 cm from the wall for air exchange and away from heat sources;
- **placing hot food** in the refrigerator;
- **washing dishes by hand**: if fully loaded, the dishwasher consumes less!
- **buy plasma TV screens**: they consume twice as much energy as others; prefer LED technology.

goal 8:

decent work and economic growth

A job is decent if it:

- provides a fair and family-sustaining income (to eat, care and live well)
- is safe for health and offers protection against illness and injury
- allows one to be comfortable in the workplace and to learn new things through appropriate training
- enhances personal development and promotes integration with society
- provides financial support in the case of disability and pension plans
- also gives disabled people the opportunity of suitable employment

THE BENEFITS OF A DECENT PAID JOB:

REDUCTION OF POVERTY
and social tensions

FAIR DEVELOPMENT
of all countries

REDUCTION OF SOCIAL PROBLEMS
such as addictions (e.g. alcoholism) and forms of illegal work and exploitation

MORE SERVICES:
through taxation, economic resources are reinvested for the benefit of the community



We too can do something, for example, by buying fair trade products or products which we are sure that are supplied by industries where workers are not exploited and are paid little.



FAIRTRADE ITALIA is responsible for issuing a seal of approval for fair trade.

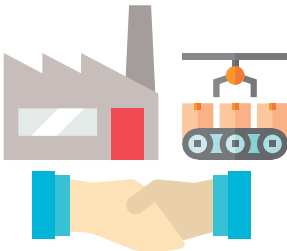
Fair trade is a form of business activity in which the primary objective is to combat exploitation and poverty linked to economic, political or social causes. Fair Trade seeks to guarantee fair and respectful economic and social treatment for producers and workers in developing countries; in this sense, it contrasts with the common logic of trade based on exploitation often applied by multinational companies that act in order to maximise their profit. By choosing fair trade products, not only you can support people, but you can also actively contribute to the protection of the environment: fair trade, in fact, respects the environment by promoting the use of sustainable cultivation practices and encouraging conversion to organic farming.

goal 9:

industry and innovation

For all countries to be well, to overcome poverty and hunger, it is important to develop **strong and safe structures** within them, **such as roads, machinery for work, new technologies**: these tools are important because then each state can produce its own food and all the things its people need to live well.

BUILDING RESILIENT STRUCTURES AND SUSTAINABLE INDUSTRIALISATION



Social development and the fight against poverty depend on the availability of infrastructure.

Access to new technologies and innovation is also important, so that all countries can compete with the world economy.

In developing countries, **only 30% of agricultural production undergoes industrial processing**. The product thus becomes difficult to handle, store and consequently market, slowing the country's economic growth.

goal 10:

sustainable cities and communities

About half of mankind lives in cities and this number will continue to grow. Therefore, solutions **to the biggest problems** to be solved (poverty, climate change, resource scarcity, etc.) **must be found in city life**.

Unfortunately, many cities are at greater risk of natural disasters due to their high concentration of people and geographical location.

Cities occupy **ONLY 3%** of the Earth's territory, but represent the **60-80% OF ENERGY CONSUMPTION AND 75% OF CARBON EMISSIONS**.

GAME: THE SAFE CITY

In the drawing on the next page you will find some of the things (services, facilities, machinery, etc.) that are needed for a country or city to live well and safely, producing what is needed to eat and to make all people well. These things are important in all countries. **Write below what they are and why they are important.**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.



goal 11:

promote equality within nations and among them

In the world we are linked to each other and discrimination threatens us all: it undermines social and economic development and fuels crime and degradation. Even the richest and most advanced countries still struggle with racism, homophobia and religious intolerance.

ALL DIFFERENT BUT ALL EQUAL

We all have the same rights and duties. This means three things:

- Every person must **receive the same treatment**: necessary care, food to live on, clean water, a fair job, going to school, etc.
- Everyone also has **important commitments**: to respect the law for example, to serve the community, to respect others, to protect the weakest.
- **Inequalities are an injustice.**

HOW CAN EQUALITY BE ACHIEVED?

- with laws that protect everyone, regardless of race, class or ethnicity, and that punish discrimination.
- paying attention to the needs of disadvantaged and marginalised communities.



WHO IS THE BULLY?

Have you ever found yourself in the situation where someone bullied you or someone you know?

If so that is a bully, a person who tries to hurt others in different ways, by actions or words, for example:

1. behaves aggressively towards you, **beats you** up and takes your things without asking your permission
2. **insults you**, makes you do things you don't want to do, makes you feel stupid, **makes you feel bad**
3. **provokes you**, writes offensive notes to you, spreads lies about you
4. **threatens** to beat you or someone you love.

Those who do this usually **target someone** who cannot defend themselves or whom they consider different in some respect.

It may be someone from your school or someone you thought was a friend. **The bully's intention is to frighten**, because in this way he feels big and strong, he wants others to think that he is powerful, that he is successful, that he keeps everything and everyone under control. In reality **it is often a person who is not well with himself and others, but is committing an injustice**, you have to talk about it with the parents or the teacher.



goal 12:

purchase and use of property in the right measure, without waste and recovering resources

To live, we need to use the resources nature gives us: food to eat, water to drink, clothes to wear, land to occupy.

The problem is that we are consuming too many resources and we are running out of stock and the environment is no longer able to:

- **produce** what we need quickly;
- **assimilate** our waste, not only for its quantity but also for its quality.



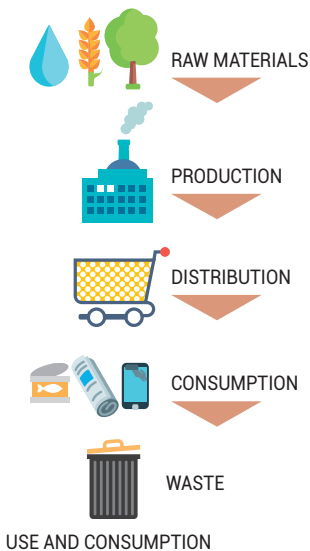
THE ONLY POSSIBLE SOLUTION IS THAT WE ACT TO CHANGE OUR CONSUMPTION AND PRODUCTION PATTERNS

Until now, the predominant model of consumption has been the take-it-or-leave-it type, which is no longer sustainable.

Then we need to **move to a new model of economy called 'circular'**, i.e. one that is designed to regenerate itself.

This model of economy in the consideration of all phases (from design to production, consumption and end-of-life) **limits the input of matter and energy** and minimizes waste and losses.

THE STAGES OF THE 'LINEAR' DEVELOPMENT MODEL



THE STAGES OF THE 'CIRCULAR' DEVELOPMENT MODEL



WHAT CAN WE DO?



REUSE

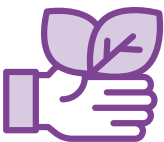
- **DONATE ANY CLOTHES OR OBJECTS** in good condition and that you no longer use to other people (families in need, Caritas, flea markets, etc.) and **BUY** the clothes at second-hand shops.
- **BETTER TO FIX** (your bicycle, your computer, a torn suit, etc.), before you throw it away!
- **USE PAPER SHEETS** on both sides.
- **BUY QUALITY GOODS:** they last longer and repairing them is cheap.
- **REUSE** Christmas gift wrapping paper, ribbons and other decorations for other gifts

SEPARATE COLLECTION



- **BRING TO THE COLLECTION CENTRE** any waste that cannot be delivered through the normal collection system. Some materials must be collected separately as they must first be treated/bonified and only then sent for recovery. Some examples: WEEE (Waste Electrical and Electronic Equipment) release toxic substances; expired medicines must be thermo-destroyed; batteries can contain mercury, cadmium and lead: just one gram of these substances can pollute 1000 l. of water.
- **MAKE A QUALITY COLLECTION:** recycled materials save **important environmental resources** (trees, oil, etc.) but also huge amounts of **water** and **energy** needed in the production phase.

WASTE REDUCTION



- **IF YOU HAVE A VEGETABLE GARDEN OR A GARDEN YOU CAN DO HOME COMPOSTING:** you produce excellent natural fertiliser at no cost and eliminate wet waste.
- **BUY BULK PRODUCTS** (milk and detergents) by refilling the container you bring from home.
- **DO NOT BUY PRODUCTS WITH PACKAGING CONSISTING OF** several non-separable materials (which then end up in the residual waste) and prefer to buy with lightweight packaging made of recycled and recyclable material.
- **FOR YOUR PARTIES PREFER WASHABLE HARD PLASTIC TABLEWARE** and not disposable ones.

goal 13:

the climate is changing, we must do something!

Climate change is caused by human activities and depends on increasing greenhouse gas emissions. Its consequences threaten our way of life and the future of our planet.

What are the human activities that contribute to climate change?

There are several greenhouse gases responsible for global warming and humans emit them in a variety of ways. Most of it comes from fossil fuels used for:

- cars
- factories
- electricity production

The gas most responsible for overheating is carbon dioxide.

Other factors are: methane, released from landfills and in agriculture (particularly by grazing animals), gases used for chemical fertilisers, gases used for freezers, the disappearance of forests that have the important role on the planet of absorbing carbon dioxide and distributing oxygen

ACTIVITY 'THE CONSEQUENCES OF CLIMATE CHANGE':

link each consequence with the correct explanation:

1. Raising the sea level
2. Variations in rainfalls
3. Desertification and drought, extreme meteorological events
4. The threat to the availability of food and water
5. Consequences for human health
6. Imbalances of environmental processes and of habitats

A. leads people to flee their territories or to start conflicts

B. such as the spread of infectious diseases (malaria, tapeworm, yellow fever, etc.) in certain areas. Deaths and accidents due to extreme weather events.

C lead to a deterioration of soil quality, an effect that in turn affects agriculture, leading to reduced food availability in countries already at risk of malnutrition.

D many coastal areas are subject to coastal erosion, flooding and groundwater salinisation. These phenomena threaten economic sectors such as fishing, agriculture and tourism.

E i.e. natural ecosystems such as forests.

F. leading to greater water availability in areas where water resources are already abundant (Northern Hemisphere) and to less water availability in areas already suffering from water scarcity (Africa and Asia).

goal 14:

life underwater

WHY IS IT IMPORTANT TO PROTECT THE FLORA AND FAUNA OF RIVERS, SEAS AND OCEANS?

Where there is water (oceans, seas, lakes and rivers), there are both life forms and natural resources important to humans. The bad actions of humans are seriously endangering the ecosystem:

- 1** In the seas and oceans there are increased waste that is then ingested by marine organisms → This leads to the death of bottom-dwellers or difficulty in reproduction
- 2** Intensive fishing methods → These methods reduce the amount of fish in the seas and oceans: consequently, fishermen suffer in their work
- 3** Human activities on the coral reef → 20% of the world's coral reefs have been destroyed and show no signs of recovery

4 THINGS WE CAN ALL DO



Buy fish that we find in the seas in large quantities and avoid endangered ones (consumaregiusto.it).



Limit disposable products and never throw waste into the seas, rivers or on land.



Prefer public transport or cycling: the ocean absorbs some of the gases emitted by humans, such as those from cars, making the water more acidic and harming marine species.



Suggest mum and dad **support a marine organisation** in defence of the sea (<https://www.oceanactionhub.org>)

goal 15:

life on earth

ENVIRONMENT - MANKIND: AN UNBREAKABLE BOND

Mankind cannot live alone, mankind **is part of his environment** and takes everything needed from it. If we ruin the environment and ecosystems, plant and animal life (hence also human life) suffers. Let us reflect on these things:

- most **human nutrition** is plant based
- it is plants that supply the air with the **oxygen** we breathe
- plants need other components of the ecosystem for **pollination** and seed dispersal and for the fertility of the soil on which they grow.
- an ecosystem is richer and healthier the richer and healthier the **variety of species that make it up.**



WHAT IS BIODIVERSITY?

Bio means life and diversity is the totality of differences. The biodiversity of an area is in fact the variety of plant and animal species that live there. There are about **two million species** of plants and animals on the earth's surface and in the oceans but... most of them, are still unknown.

The **74%**
of the poor in the world
were affected by the
destruction of soils.



They are **8.300**
known animal species:

8% became extinct

22% is at risk of extinction

PROTECTING LIFE ON EARTH, IT'S POSSIBLE:

- stopping deforestation, desertification and land degradation, increase reforestation
- stopping the destruction of biodiversity, protecting and repopulating endangered species (the role of humans as healers)
- putting an end to poaching (i.e. illegal hunting) and the trade in protected timber, i.e. that which is forbidden to be felled

EACH OF US IN OUR OWN SMALL WAY CAN DO A LOT

- recycling waste, thus recovering important resources
- always respecting animals and plants
- feeding ourselves in a balanced way and with local products
- avoiding to pollute the environment and do not throw waste on the ground

IT TAKES AT LEAST
450 years
UNTIL A BOTTLE MADE
OF PLASTIC DEGRADES AND
MEANWHILE THE DAMAGE
FOR THE ENVIRONMENT
CANNOT BE MEASURED.

Sources: <https://progettoipazia.wordpress.com>
<http://blog.zonageografia.deascuola.it>

goal 16:

peace justice and strong institutions

People all over the world need to feel safe, free from fear and violence. Unfortunately, war and violence still exist in many countries and people always live in fear that something might happen to them or their loved ones.

Crimes are present even in peaceful societies, such as Italy.

CONSEQUENCES OF INJUSTICE

- Insecurity affects economic growth and fuels resentment among communities.
- People cannot get protection and compensation.

ACTIVITIES: WHAT SHOULD BE DONE?

The following are 5 things to do to achieve goal number 16. Help with the drawings to complete the sentences:

1 ACTIONS THAT _____ CRIME



2 ADEQUATE POLICE PRESENCE AND BODIES THAT GUARANTEE _____



3 IMPROVEMENT OF THE SYSTEM _____



4 _____ TO CORRUPTION



5 EVERYONE MUST BE _____ BEFORE THE _____



goal 17:

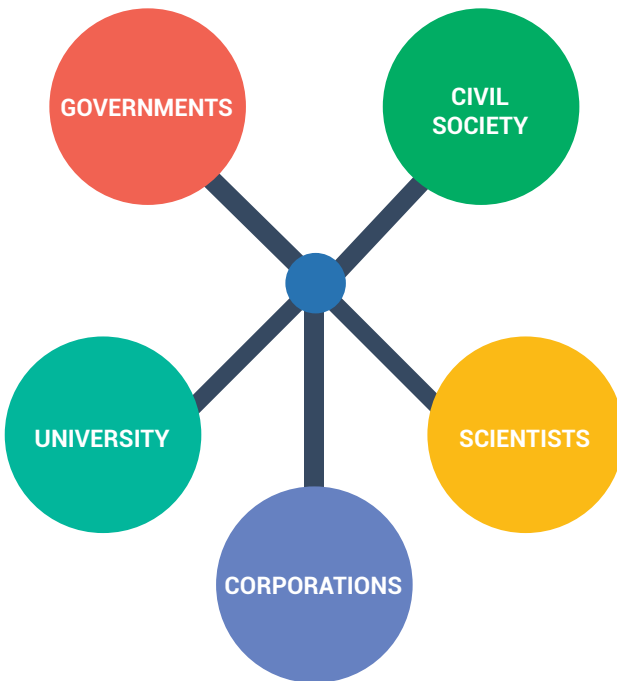
together for the goals

WE ARE ALL IN THIS TOGETHER

To achieve all the goals we have seen in this exercise book, each of us must participate!

Who are the key players of this change?

- **Both developed and developing countries**, so that no one is left behind.
- **Scientists** to find new solutions and new ecological technologies.
- **Schools and universities** because through study even poor people can learn new things and do new jobs.
- **All of us spreading the word, talking to friends, parents, teachers and asking people they know to do the same.**



WE NEED THE COLLABORATION BETWEEN ALL THE COMPONENTS OF OUR SOCIETY