



# DOUGHNUT ECONOMICS

HANDBOOK



MASTERPEACE  
Creating peace.  
Together.





## **Funded by the European Union**

**Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Education and Culture Executive Agency. Neither the European Union nor the granting authority can be held responsible for them.**

**TITLE:**

Handbook "DOUGHNUT ECONOMICS"

**PROJECT:**

"DO U ACTism", funded by the European Union.

**Project partners are:**

STICHTING MASTERPEACE, Netherlands

Ludbreška udruga mladih entuzijasta (LUMEN), Croatia

Center for Counseling, Social Services and Research (SIT), Kosovo

MasterPeace Morocco (MPM), Morocco

Lebanese Development Network (LDN), Lebanon

**PUBLISHER:**

STICHTING MASTERPEACE, Netherlands

**EDITOR:**

Natalia van der Wee

**AUTHORS:**

Aart Bos

Kadri Gashi

Karin Rozema

Natalia van der Wee

Njomza Berisha

Adnan Retkoceri

**GRAPHIC DESIGN:**

LDN

2023

# DOU**ACT**ISM project

**DO U ACTism** is a project funded by the European Union. The project is a co-creation of five independent Non-Governmental Organisations (NGOs) from five countries: STICHTING MASTERPEACE (Netherlands), MasterPeace Morocco (Morocco), LUMEN (Croatia), SIT (Kosovo) and LDN (Lebanon). Our common mission is to mobilize talents for a sustainable future and to contribute to Sustainable Development Goal 4 (SDG 4) - Quality Education - and SDG 16 - Peace and Justice. The organizations provide expertise in non-formal education and youth work, including working with minorities and underprivileged youngsters. Partners are experienced in peacebuilding, youth empowerment and online working.

We believe in building a cohesive society that is diverse and inclusive, and consists of active citizens who are engaged in social, economic, cultural and political life.

Our Theory of Change methodology guides our approach, aligned with the EU Youth Strategy, to engage, connect, and empower our target groups:

- Engage: Mobilise, inspire, and connect young local talents through the transformative power of music, art, and play.
- Connect: Organise dialogues and bring together all local stakeholders, fostering collaboration and cooperation.
- Empower: Create perspectives through leadership trainings, capacity-building programs, and the establishment of social enterprises, enabling young individuals to become active change-makers.

Our previous projects and needs analyses have revealed a significant trust gap between different segments of society, especially between "haves and have-nots" and authorities and civil society. Many young individuals feel marginalised and believe that their voices do not matter. We aim to engage those who are often left behind, particularly young women in rural areas, especially in countries like Morocco, Kosovo and Lebanon.

Introducing the concept of "DO U," derived from Kate Raworth's book "The Doughnut Economy," we emphasise the importance of social cohesion within planetary boundaries. Our associated partner, DEAL (Doughnut Economics Action Lab), provides invaluable expertise in this area.

"ACT-ism" represents the action-oriented part of our project, highlighting the urgency to address social cohesion and environmental challenges. It also refers to "Artists Create Together," signifying the use of creativity, arts, and culture to engage and connect individuals. ACT symbolises our collective responsibility as architects of our own future.

# About this handbook

This handbook is developed to engage, connect and empower youngsters using the Doughnut Economic Theory as an innovative resource for trainers and youth workers.

The needs analysis shows that all partners and our networks need innovative non-formal education (NFE) materials to grow their capacity and ability to engage and connect with youngsters. The brain drain and the mental disconnection of youngsters is a great challenge. The lack of perspective is strongly related to job perspectives. We aim to provide innovative and ready-to-use materials to grow our impact as a driver of transformation and, most importantly, to support and encourage young people to take ownership of their future.

The urgency to act is high and we lack expertise and accessible theoretical and practical methodologies, as well as innovative tools to work on multi-dimensional challenges in society. The digital era requires a transformation on all levels. Youth workers declare a need for support in organising digital-blended learning formats on a theoretical-didactical level as well as on a practical level.

The handbook can be used as an innovative source of information to run such an NFE program with a specific objective of addressing social inclusion and environmental challenges via learning Doughnut Economics theory basics on the fundament of common UN values.

The NFE program is designed using a blended learning approach. Great blended learning experience builds upon a foundation of expert, in-person learning. This interaction may happen in either formats: offline, in the classroom, and virtually, via online tools. It can take place in different settings: formal education, non-formal education, or through informal learning. The innovation of this approach lies in a mixture of not only online versus traditional but designing new experiences and creating a course that combines best of all teaching techniques.

Our blended learning approach in this NFE program identifies 3 types of learning;

1) Teacher-led - interaction with a teacher. The Youth Worker/trainer/ teacher is not only a source of knowledge but a source of inspiration, a mentor, a helping hand;

- 2) Group work - interaction with peers. Ability to work in a group and achieve results (project-based approach);
- 3) Self-study - youngsters take ownership and responsibility. Ability to work individually, concentrate on the target, and achieve personal results.

The training course is based on the principles and methods of non-formal education. It consists of interactive methods to meet the learning needs of the participants including: theoretical input, individual and group activities, group challenges, presentations, role play, case studies, discussions and other methods. The handbook and all additional materials are created in English but will be translated into the project partners' national languages: Albanian, Arabic, Serbian-Croatian and Dutch - for easier multiplication. YouTube videos that are offered in presentations can be used with local language subtitles or may be replaced with similar videos on the same topic in local languages.

The target audience of this handbook is youth workers, trainers and leaders of civil society organizations (CSO) and final beneficiaries of learning - young people aged 16+.

# Introduction

These NFE materials on Doughnut Economics theory offer youngsters an innovative framework and a fresh perspective on sustainable development. In this non-formal education learning program, participants are invited on a transformative journey to explore the key concepts of Doughnut Economics and their implications for the future of their communities. Through engaging activities and thought-provoking discussions, youngsters explore the holistic approach of Doughnut Economics and discover how it aligns with the Sustainable Development Goals (SDGs). They will apply the City Portrait Methodology to assess the social and environmental performance of the city they live in.

## **Session 1: Values**

In this learning session, participants will discover the concept of core values and will learn how these values are reflected in our behaviours. Through interactive discussions, self-reflection exercises, and engaging activities, participants will gain a deeper understanding of how their individual values align with the broader values upheld by the United Nations. Understanding UN values is of paramount importance in today's interconnected world. The United Nations embodies a set of principles that promote democracy, human rights, respect for diversity, and sustainable development. By comprehending and embracing these values, nations can protect and empower their citizens' rights and ensure social cohesion. Moreover, adherence to UN values contributes to global peace and stability, as it encourages diplomatic cooperation, conflict resolution, and peacebuilding efforts. Embracing these principles is not only beneficial for individual countries but also for the international community as a whole, as it lays the foundation for a more just, equitable, and prosperous world.

By the end of this session, participants will have gained a deeper understanding of the core values, their personal values, and their connection with UN values. They will be equipped with the knowledge and reflection tools to align their actions and decisions with their values in order to contribute to a sustainable future based on shared UN values.

## **Session 2: The Doughnut Model of the World**

In this session, participants step into the heart of Doughnut Economics—the doughnut model itself. Through interactive exercises, they will explore the significance of the outer

ecological limits and the inner social foundation. They will learn how this visual representation of sustainable development serves as a compass to navigate the complexities of our interconnected world. Through dynamic group activities, participants will examine Doughnut well-being metrics grouped into five categories: Empowered, Connected, Enabled, Healthy and Ecological, and will discuss how they align with the Sustainable Development Goals (SDGs) and scientific research on the health of the planet.

### **Session 3: City Portrait**

In this practical session, participants will create a portrait of the city or region they live in by collecting and analysing data on various indicators per five Doughnut categories. By plotting their city's performance on these indicators, they will gather a clear picture of where the city stands in terms of achieving social and environmental sustainability.

They will use this powerful tool to identify areas of improvement and develop an action plan to help their city to move toward a more sustainable and equitable future.

The power of change lies within communities and collective action. As a result of this NFE program, participants will gain valuable insights into the potential for transforming ecological and social systems in their community. Armed with knowledge, inspiration, and a deep understanding of the connections between Doughnut Economics and the Sustainable Development Goals (SDGs), they will be well-equipped to become catalysts for change.

The ultimate goals of the program are:

- creating community projects focused on addressing social inclusion and environmental challenges locally;
- a structured dialogue with representatives of the cities and advising them on “how to create a thriving city”;
- encouraging political participation and collaboration between all local stakeholders: governments, businesses and young citizens to develop practical strategies to drive positive change.

# Non-Formal Education (NFE) program

This NFE consists of detailed session designs based on blended learning principles. The materials include appendixes with additional instructions for trainers and handouts for participants. All sessions provide links to ready-to-use presentations (Canva) to support the need for digital visual and multimedia resources.

At the same time, the program leaves a lot of freedom to make changes and adjustments to meet the specific needs of trainers and participants and can be adapted or used in many formats.

## **Description and Learning Goals:**

### **Values**

This is the first session of the non-formal education program “DoUAct”.

In this second session, we set out the right intentions (values). And awareness is created amongst participants about the importance and influence of values. We also discuss values at the national and UN levels.

Learning goals:

- participants can explain what values are;
- participants understand why values are important and how values influence behaviour;
- participants are aware that values differ from person to person and from group to group;
- participants show which values are most important to them and they can explain why;
- participants show value-driven behaviour.

### **Doughnut Economics**

Participants learn that everything is connected and how local actions can have a global effect. They learn how doughnut economics theory defines a safe and just space for

humanity. They choose (or they are assigned to) one of the five doughnut themes and work within these.

Learning goals:

- participants can explain the doughnut economy and its five themes in a broad sense;
- participants can link sustainable development goals with the doughnut economy;
- participants can state which global and/or local challenges are important to you and why;
- participants have chosen, as a team, one of the five doughnut themes you want to learn more about and for which you want to make a positive change. Based on the team's priorities, talents and interests.

## **City Portraits**

Young people learn about research principles and the City Portrait concept, and their role in building sustainable and peaceful communities. They will organize an interviewing of local people in order to identify the core problems and use this evidence for future development of the project. In this session, all previous knowledge and preparation is absorbed to create the City Portrait.

Learning goals:

- participants you know how to make an analysis of the current local situation focussing on one of the five doughnut themes, including different points of view;
- participants can analyse which factors are of most influence to improve the current local situation for one of the five doughnut themes for your city. Taking into account the different aspects of the system (local vs global, individual vs collective, etc.)
- participants can formulate advice towards decision-makers about what needs to change to improve the current situation taking into account the different aspects of the system.

## **Tools**

- Core Values Game;
- Step into the Doughnut;
- Unrolling the Doughnut;

- Group Work & presentation;
- Exploring the topic;
- Miro boards.

**The time needed:**

This session is planned to be held within 8 hours. The target audience decides if it's necessary to hold it in one day, or shall we divide the materials into two-day training (4 hours per day).



# Values

## Detailed Session Design

**NFE PROGRAM:** DO U ACTivism

**TARGET AUDIENCE:** age 19-30 years

**Duration:** session duration is 90 minutes.

### Materials:

- [Presentation 4](#)
- [Trainers Manual Doughnut](#)
- [Workbook Participants Doughnut](#)

Time	Instructions	Materials
5 min.	<p><b>INTRO</b></p> <p><b>Interest</b> - show the YouTube video about the difference between values and goals.</p> <p><b>Need</b> - refer back to the introduction session where we worked with the values 'take good care of yourself, others and your environment'. Explain that in this session we will go deeper into personal core values. Those values that you consider most important in your life and thus form a compass for all your behaviour and decisions you make.</p> <p><b>Time</b> - inform participants that the session lasts for 1.5 hours and discuss the topics.</p> <p><b>Response</b> - you will actively investigate together what your own core values are and those of others. Listen carefully, ask questions and give each other space.</p> <p><b>Objectives</b> - Inform participants of the learning goals of this specific</p>	<p>Presentation 4</p> <p> Values v...</p>

Time	Instructions	Materials
	session.	
15 min.	<p><b>Difference norms and values</b></p> <p>Goal: further explain and define the concept of values. &gt; learning goal 2.1 &amp; 2.2</p> <p>Start with the case. Let participants think individually first and write down their answer on the accompanying worksheet. Then discuss the results with the group and distinguish norms and values.</p> <p>Discuss the definitions of norms and values and give examples. Finish with the quiz. Give each participant a pink and a blue piece of paper. Ask them to hold up the piece of paper with the colour they think is the correct answer.</p>	<p>Presentation 4</p> <p>Workbook Participants</p> <p>Pink and blue pieces of paper</p>
45 min.	<p><b>Core Values Game</b></p> <p>(!) Note: you may use other variants of value games you are familiar with.</p> <p>Goal: participants get to know themselves and each other (better) in what they really find important in a playful way. &gt; learning goal 2.4 &amp; 2.5</p> <ul style="list-style-type: none"> <li>- Read the core values game manual.</li> <li>- Divide the group into teams of 4-6 people. You can operate up to four groups per game. If there are more groups, you need an extra game.</li> <li>- Provide groups with printed-out instructions.</li> <li>- After the game is over follow the questions in the Trainers Manual to lead conversation about values.</li> </ul>	<p>Presentation 4</p> <p>Core Values Game manual (see Trainers Manual)</p> <p>A4 papers, pens</p> <p>Workbook Participants</p> <p>Pens</p>
20 min.	<p><b>Values on national and UN level</b></p> <p>Goal: create awareness of values on national and UN level and how this affects personal values. &gt; learning goal 2.3</p> <p>Invite students to reflect on what are the core values of your country and</p>	<p>Presentation 4</p> <p>Workbook Participants</p> <p><b>(!) Do not</b></p>

Time	Instructions	Materials
	<p>add those on the slide.  <b>Alternatively</b>, you may prefill the presentation with the core national values if they are formalised and known (in the Constitution, for example).</p> <p>Students watch a UN Secretary video about UN values reflected in their work. Before playing the video give students a task to notice all the values that are mentioned in the video.  Present official UN values on the next slide. Compare the answers.</p> <p>Divide the group into pairs and ask them to find the right core values in their own country and the United Nations per pair.</p> <p>Then ask the group to give examples per value of norms/behaviour that belong to the values and that they see in their environment. And examples of norms/behaviour that are not in line with the values. Write the examples on a large piece of paper. Hang this in the room.</p> <p>Close this topic by providing insight into how personal values and behaviour are influenced by values and behaviour on a collective level. Using Ken Wilber's AQAL model. See the notes in the presentation for further explanation.</p>	<p><b>forget to</b> change the slide with national values in the presentation</p> <p>Big piece of paper  Markers</p>
5 min.	<p><b>Closure</b></p> <p>Inform participants when you will see each other again and what is on the agenda then.</p>	Presentation 4



# Doughnut Economics

## Detailed Session Design

**NFE PROGRAM:** DO U ACTism

**TARGET AUDIENCE:** age 19-30

### Duration

This session contains 4 parts of 45 minutes each. Total study time is 3 hours.

### Materials:

- [Presentation 5](#)
- [Trainers Manual Doughnut](#)
- [Workbook Participants Doughnut](#)
- [Quiz](#)

### Part 1 - Step into the Doughnut

Time	Instructions	Materials
5 min	<p><b>Introduction</b></p> <p>Welcome the participants and explain that today we will be learning about “Doughnut Economics”.</p> <p>Interest - Fear of Doughnuts?</p> <ul style="list-style-type: none"><li>• “So who’s scared of Doughnuts? - no one huh...”</li><li>• “And who finds economics a little intimidating?”</li><li>• “We know that the word 'economics' can be intimidating, but very few people are scared of Doughnuts... and I promise you after today's session you will love both!"- this is a more inviting way to explore economics and a new goal for what the economy could be for.</li></ul>	Presentation slides

	<p><b>Need - Quote:</b> Remind the participants of what we have learned about the global challenges and the Sustainable Development Goals, there is a lot to do, and we need a good <i>system</i> to tackle these. This is a very useful system!</p> <p><b>Time -</b> In total we will spend 3 lessons on Doughnut economics.</p> <p><b>Response -</b> Active listening, active participation, reflection when required.</p> <p><b>Objectives -</b> To gain a basic understanding of what Doughnut Economics is and its relation to system thinking.</p>	
40 min	<p><b>Step into the Doughnut</b></p> <p>Outer circle: Planetary Boundaries (10 min)</p> <ul style="list-style-type: none"> <li>• What does the planetary boundary represent?</li> <li>• What are the 9 planetary boundaries?</li> </ul> <p>Inner circle: Social Foundation (10 min)</p> <ul style="list-style-type: none"> <li>• What does the planetary boundary represent?</li> <li>• What are the 12 factors of the social foundation?</li> </ul> <p>Awareness exercise (5 min)</p> <ul style="list-style-type: none"> <li>• The students will be walking around the space 'feeling' into the different areas.</li> <li>• This will create an emotional understanding of the different areas of the Doughnut.</li> </ul> <p>Reflection in pairs (10 min)</p> <ul style="list-style-type: none"> <li>• With the aid of 3 prompts the students will share their experience with a partner.</li> </ul> <p>Small group reflection and wrap up (5 min)</p> <ul style="list-style-type: none"> <li>• Reflection questions.</li> <li>• Main take-aways of the exercise.</li> </ul>	<p>Presentation</p> <p>Handout Trainers: Exercise Step into the Doughnut</p> <p>Materials needed:</p> <ul style="list-style-type: none"> <li>• Two ropes</li> <li>• Posters with factors</li> </ul> <p><u>Find the original tool on the DEAL (doughnut economics action lab) platform</u></p> <p><u>Tip! Watch the youtube clip in preparation, it helps a lot for understanding and seeing how it works in practice</u></p>

## Part 2 - Unrolling the Doughnut

Time	Instructions	Materials
5 min	Introduction	

	<p><b>Objectives:</b> The goal of the Doughnut is to meet the needs of all people within the means of the living planet, but what does this mean for the neighbourhoods, cities, regions or nations where we live?</p> <p>To explore this question we will now ‘unroll’ the Doughnut and reveal four 'lenses' that invite you to look at the interplay between local aspirations and global responsibilities in your place – both socially and ecologically – and identify possible entry-points for transformative action.</p> <p>As we are going through the session, keep asking yourself which topics spark emotion? What do you care about? Where can you see yourself having an impact?</p>	
30 min	<p><b>Unrolling the doughnut - 4 lenses</b></p> <ul style="list-style-type: none"> <li>● <b>1: Local-Social Lens</b> (5 min)</li> <li>● <b>2: Local-Ecological Lens</b> (5 min)</li> </ul> <p><b>Video</b> (max 5 min) Find a 2-5 minute video of a local initiative project which contributes to the social, ecological or both lenses to give the students a real-life example which they may even recognize. If you cannot find one you can show one of the “Freedom Fighter films” with English subtitles.</p> <ul style="list-style-type: none"> <li>● <b>3: Global-Ecological Lens</b> (5 min)</li> <li>● <b>4: Global-Social Lens</b> (5 min)</li> </ul>	<p>Presentation</p> <p>Handout Trainers: Exercise Unrolling the Doughnut - <u>Save the results of the exercise. They will be used in session 10. City Portrait.</u></p> <p>Video of a local initiative/project <a href="https://www.youtube.com/watch?v=GoVXiFts8sQ">https://www.youtube.com/watch?v=GoVXiFts8sQ</a></p> <p><u>Original and full tool on DEAL platform (we are using an edited version).</u></p>
5 min	<p><b>Global-local interconnection</b></p> <ul style="list-style-type: none"> <li>● Examples of interconnections between the four lenses</li> <li>● Connection to system thinking</li> <li>● Room for students to share examples</li> </ul>	Presentation
5 min	<p><b>Identifying possibilities</b></p> <p>The Doughnut invites us to think and act differently - to dream bigger and wider than we’ve ever done before - and find ways for our places to all contribute to bringing humanity into the Doughnut. To do this we need to cultivate our collective</p>	<p>Presentation</p> <p>Video: <u>A day in 2030</u></p>

	<p>imagination to begin to recognise all the incredible possibilities that we could bring into being.</p> <p><b>Video</b></p> <p>Finish the session on a hopeful tone by playing the video “A day in 2030”.</p>	
--	---	--

### Part 3 - Group Work in Categories

Time	Instructions	Materials
5-10 min	<p><b>Introduction into the 5 categories (5 min)</b></p> <p><b>Objective:</b> Since the final output of this project is a local community project, today we are going to start exploring the local lenses of the doughnut and explore a theme of their choice in depth. At the end of the lesson, the students will give a short presentation on a project/initiative of their choice in relation to their chosen theme.</p> <p>For the purpose of this project, we will split the factors of the Doughnut into 5 categories: <b>Empowered, Connected, Enabled, Healthy, and Ecological</b>. Each category is composed of a number of the doughnut factors, go through these while showing the slide. Ask the students to give an example for each theme. Write these on post-it notes and stick them next to each theme on the board, or write them on the board.</p> <p>Video (max 5 min) Here it is nice to show a video message of a local politician/figurehead/artist/activist/other as a source of inspiration and motivation, and connect them with local affairs.</p>	<p>Presentation</p> <p>Optional for examples of each category: Post-it notes</p> <p>Video message of local actor</p>
20-25 min	<p><b>Split into groups (max 5 min)</b> Play the “Find your doughnut theme” quiz with the students. Based on their results they will get into themes according to what’s on the top of their list. If one theme has many more students than the others, ask some to redistribute to their second or third choice until they are in relatively even groups.</p> <p><b>Brainstorming (ca. 10 min)</b></p> <ul style="list-style-type: none"> <li>• Word association to the category.</li> <li>• Gathering inspiration: on their devices the students look up local and global projects/initiatives which relate to</li> </ul>	<p>Presentation</p> <p><a href="#">Quiz: Find your doughnut theme</a></p> <p>Student workbook: Doughnut Economics Brainstorming</p> <p>Teacher handout: team list</p>

	<p>their chosen category.</p> <p><b>Preparing the presentation</b> (ca. 10 min)          If they have not already done so, ask students to get to preparing their presentations.</p> <ul style="list-style-type: none"> <li>• They choose one of the projects/initiatives</li> <li>• Prepare a 3 minute presentation on the project/initiative of your choice</li> </ul>	
15 min	<p><b>Short group presentations</b></p> <p>Each group gets 3 minutes</p> <p>Presentation of a project/initiative they find inspiring must include:</p> <ul style="list-style-type: none"> <li>• The name, place and time</li> <li>• How does this connect to our theme? - relate it to each factor individually</li> <li>• Why do we find this inspiring?</li> <li>• How could we adapt this to our local context?</li> </ul>	<p>Presentation</p> <p>Student workbook:          Doughnut Economics          Brainstorming</p>



# City Portrait

## Detailed Session Design

**NFE PROGRAM:** DO U ACTism  
**TARGET AUDIENCE:** age 19 - 30

### Duration

The workshop contains 3 modules of 90 minutes each. Total study time is 3 hours. Each module can be split in two sessions of about 45 - 50 minutes, so that it can easier fit in formal education scheduling.

### Materials

- [Presentation 6](#)
- [Trainers Manual Doughnut](#)
- [Workbook Participants Doughnut](#)

### Part 1 - Dream of Thriving City.

Time	Instructions	Materials
5 min	<p><b>INTRO</b></p> <p><b>Interest</b> - Ask your students to think of the expression “Think globally - act locally” while they watch two YouTube videos in which young people address climate changes locally and globally.</p> <p><b>Need</b> - refer back to the previous sessions of the stage Planning. Now we have all the necessary information and knowledge to analyse the current need for change and build understanding of the next steps. The purpose of this session is creating a “City Portrait” of the local community where students</p>	<p>Presentation</p> <p><a href="https://www.youtube.com/watch?v=YYzqTCUiMW">https://www.youtube.com/watch?v=YYzqTCUiMW</a></p> <p><b>M</b> <b>VS</b></p> <p><a href="https://www.unicef.org/stories/young-climate-activists-demand-action-inspire-hope">https://www.unicef.org/stories/young-climate-activists-demand-action-inspire-hope</a> (pick only one of the videos listed under the second link and add it</p>

	<p>live (city, region, community - depends on what level of agreements are reached with the municipal authorities).</p> <p><b>Time</b> - inform participants that the session consists of 3 parts of 45-50 minutes each and then discuss the topics.</p> <p><b>Response</b> - you will work in the groups and actively investigate local situations in the context of 5 Doughnut Economics lenses.</p> <p><b>Objectives</b> - Inform participants of the learning goals of this specific session (above). Since the session is divided into 3 parts, the goals are also spread in three dimensions:  Part 1 - gain knowledge of the methodology;  Part 2 - collect data for the analysis;  Part 3 - analyse data and formulate the conclusions.</p>	to your presentation)
10 min	<p>Lead discussion and write the answers on the flipchart:</p> <ul style="list-style-type: none"> <li>- What needs to be changed in the world? (collect opinions, encourage students)</li> <li>- Why is this change/es necessary? (Write down reasons in a separate column - this is motivation foundation).</li> <li>- How are global needs visible on a local level?</li> <li>- Who has to make a change?</li> <li>- What can we do now?</li> </ul> <p>Refer to Unroll the Doughnut exercise's results. Remind the students of the imaginary thriving city they created (show the findings on the screen).</p> <p>The results of this part serve as a foundation for City Portrait.</p>	You may briefly write down mentioned ideas on the flip chart or on the post it stickers - they may serve as inspiration for the future tasks. Use this questions for formulating your research topic
15 min	<p>Students create their own questions based on the research topic to prove the concept in the interviewing session. They also create a list of questions to be answered during desk research.</p>	Use a handout with questions for creating City Portrait
5 min	<p>Closing: the teacher gives final instructions for the next part of the session - independent group work (see the description of part 2 below).</p>	

## Part 2 - Investigation

Time	Instructions	Materials
5	<b>INTRO</b>	Presentation

min	<p>This is a practical session. In the second part of the City Portrait session students will collect data for the analysis by working in 5 Doughnut Lenses groups.</p> <p><b>Tip:</b> this part of the session can be held outside of school hours and be used as a home task.</p>	<p>The action stage may be recorded for future presentations of the results or creating a movie about the project.</p>
5 min	<p>The task of each of 5 groups is to investigate the current situation in their city in the context of each of 5 Doughnut lenses.</p> <p>Groups split in two parts: one will perform desk research, another one will interview other stakeholders (citizens, municipality representatives, school authorities etc.)</p>	<p>Help students organize interviews of public representatives if this is planned. - therefore we create questionnaires for the next step.</p>
40 min	<ol style="list-style-type: none"> <li>1) One part of the students in each of 5 groups researches and writes down their findings about current issues in the city.</li> <li>2) Another part of each of the groups walk out in the streets to hold short interviews based on the developed questionnaires.</li> </ol> <p>Additionally (or as an option), students may start a quick quiz on social media.</p>	<p>Use questionnaires created in the previous part of the session.</p> <p>Print handouts in advance</p>
	<p>All results are gathered in dedicated online space: Google Drive, Miro board, Dropbox, Padlet or any other platform the school uses.</p>	<p>Create this space in advance and let students know where to store information.</p>

### Part 3 - Connecting the Dots.

Time	Instructions	Materials
5 min	<p><b>INTRO</b></p> <p>Refer to the previous part. This is a continuation of working on City Portrait. In part 3, we will learn to analyze data and formulate conclusions.</p>	<p>Presentation</p>
20 min	<p>The teacher explains the task: students have to work in groups to fill in the canvas with the facts they gathered and the vision of the thriving future on their topic.</p> <p>The teacher reminds students about rules of productive collaboration:</p>	<p><a href="https://miro.com/app/board/uXjVOXCT4-w=/">https://miro.com/app/board/uXjVOXCT4-w=/</a></p>

	<ul style="list-style-type: none"> <li>- Work as a group and find common decisions on the facts that are relevant for your group and future project.</li> <li>- Select facts carefully.</li> <li>- Allow everyone to speak.</li> </ul>	
10 min	The next task for groups is to debate the topics they have identified and formulate one dilemma they will be working on. It should	
15 min	The teacher invites every group in 3 to 5 minutes to present the final dilemma they plan to address.	
2 min	Closing moment.	

### **Additional trainers resources**

1. Brainstorming techniques
  - a. [Mind Mapping for Teachers: Tips, Tools, and Lesson Plans](#)
  - b. [Critical Thinking Toolbox: How to Brainstorm | Edutopia](#)
  - c. [How can I Facilitate Brainstorming in the Classroom?](#)

**Appendix I: Trainers Manual**

**Appendix II: Workbook Participants**