



Communities Love Balance

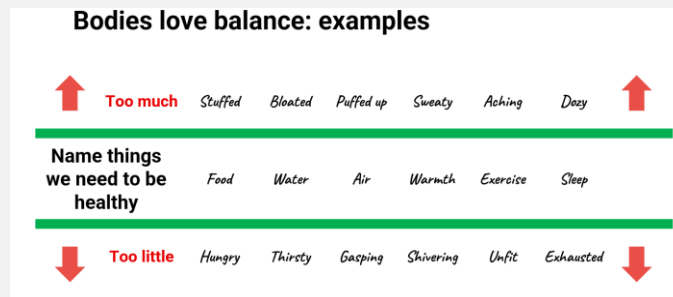
Age	9 - 12	
Main Competence	Ethical and sustainable thinking: Ethical and sustainable thinking” allows you to assess the consequences and impact of ideas, opportunities and actions, to estimate the value and the effect of entrepreneurial action on the target community, the market, society and the environment. This competence enables you to reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Therefore, “Ethical and sustainable thinking” allows you to act responsibly.	
Description	Students experience that, in order to be healthy, their body needs balance. This leads to a brainstorm on what students think there is too much and/or too little of in their community and what is needed to find balance.	
Learning objectives	<ul style="list-style-type: none"> • I understand that health lies in balance • I can identify issues and challenges facing my local community • I can prioritise challenges and think of ideas and solutions that will benefit my local community. 	<ul style="list-style-type: none"> • I value people / the planet above profit. • I value reducing, reusing, recycling, respecting, repairing, reflecting and refusing. • I work towards a better future by supporting fairness, equity and justice for current and future generations, and the planet.
Time	30 – 45 mins	
Materials	A digiboard or flipchart, paper and pens to record the students’ ideas	
Context	This activity can be used to enable young people to start thinking about challenges in their local community, working from their own experience that it is not good to have too much or too little of something.	
Step by Step		

Step 1: (Bodies in balance - 10 mins)

Introduce the subject: *Let’s think of things that our bodies need to be in balance.*

What happens if we have too little? We feel...
What happens if we have too much? We feel...

The following could be used as inspiration:



Source: [Tool - Hello Doughnut 8-11 September 2024 - Google Drive](#)

Guiding questions could include:

- Ask students to act how they feel when they have too much and too little.
- How do our bodies let us know when we've got too much or too little? How do we know when it's just right?

Close Step 1 reinforcing this insight: *Best health comes when we are in balance, when we are in the just-right zone.*

Step 2: (Brainstorm PART 1 - 5-10 mins)

Form small groups of 3-4 students.

Explain to students that, like their bodies, the local community needs balance too. Ask them to come up with things that the local community has too much of, and/or has too little of.

Step 2: (Brainstorm PART 2 - 5-10 mins)

Ask the small groups to discuss their list, led by the question:

- What is the most important topic to work on to make the community healthier?

Step 4: (Share and discuss – 10-15 mins)

Facilitate the small groups sharing their ideas in the main group after the time is up. The topics can be recorded on a flipchart or digiboard. Discuss the reasons why they find the topic important and record these as well.

Depending on the next steps you have planned, you may like to close with a group discussion to pick one topic that the main group will work on together; or record the topics the small groups will work on.

Close by inviting students to think what can be done to bring the community more in balance with regard to their chosen topic.

How to adapt	Depending on your students, you could choose to make the local community more specific, e.g. focusing on the direct environment of the school (in case of younger students) or on the wider local community or neighbourhood (for older students).
By the end of the activity the learners will have:	<ul style="list-style-type: none">- Understood that health lies in balance- Identified issues and challenges facing their local community- Prioritised issues and challenges facing their local community to start working on- (see IDEEC competency framework for more)
Further Information:	<p>This activity is inspired by the 'Bodies love balance' activity, developed by the Doughnut Economics Action Lab (DEAL).</p> <p>You can find the original activity and other examples here: Hello Doughnut! DEAL</p>