



ABOUT CHANGE, I AM CHANGE.

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 **Blue color ▶ Student exercises**

 **Green color ▶ Teacher's notes**

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INTRODUCTION



In September 2015, the **2030 Agenda for Sustainable Development** was approved by the United Nations General Assembly. The project is structured around **17 Sustainable Development Goals (SDGs)** that address issues such as social injustice, poverty, and climate emergency.



Another fundamental aspect of this agenda is the importance given to the participation of all institutions and governments, companies, civil society, and each person from their citizen's condition.

At ONAY we are committed to working around this Sustainable Development model and embrace the 2030 Agenda as a roadmap to achieve an educated, conscious, and critical society that allows the construction of a more just and sustainable world.

Specifically, this educational proposal focuses on the **SDG 13: Climate Action**. **Climate change** is a consequence of human activity and is threatening our way of life and the future of our planet. The purpose of this Objective is the adoption of urgent measures to combat climate change and its effects.

Climate change is affecting people and their property in rich and impoverished countries. The **consequences on the planet** are direct, causing the warming of the oceans, rising sea levels, and phenomena such as heat waves, fires, draughts, or floods. Furthermore, this situation entails important **social consequences** such as hunger, lack of water, or an increase in diseases. Climate change affects everyone, specifically the poor and the most vulnerable groups such as women, children or the elder.

With this material, students have the opportunity to approach this topic and investigate the complex interrelationships of global phenomena. Through different activities, linked to the curriculum of the last years of Primary Education, critical thinking and reflection on the causes and consequences of climate change are promoted, as well as creativity, search for solutions and the ability to take action and commitment towards social problems.

At ONAY we make ourselves available to the teachers who receive it to collaborate in the implementation of the material in the different courses, as well, as to respond to possible enquiries or demands.



1



• Tutoring • Natural Sciences

CLIMATE EXPLORERS. WHAT IS HAPPENING?

1.1 Watch the following video and fill out the table.

The following material is presented as a guide to support the video and/or as an introduction of the topic.



What is climate change?
(Smile and Learn - English, 2020)



| What is climate change? | Most important data | Who or what causes it? |
|---|---|---|
| <p>Climate is the set of atmospheric changes that occur in a place over a long time.</p> <hr/> <hr/> <hr/> | <p>In the last 50 years the earth's temperature has increased 1°C.</p> <hr/> <hr/> <hr/> | <p>People's action. We are almost 7.5 billion people.</p> <hr/> <hr/> <hr/> |
| <p>During the last centuries, the climate of the entire earth has changed, altering the usual conditions of places.</p> <hr/> <hr/> <hr/> | <p>Consequences: water shortage, desertification, disappearance of lakes, rise in sea levels, increase in natural disasters (droughts, floods, major storms).</p> <hr/> <hr/> <hr/> | <p>The industry.</p> <hr/> <hr/> <hr/> |
| <p>Global warming: increase in temperatures. Increase in the presence of greenhouse gases.</p> <hr/> <hr/> <hr/> | <p>It affects the economy, the life and health of people and all living things.</p> <hr/> <hr/> <hr/> | <p>Agriculture, plastic manufacturing, and garbage burning.</p> <hr/> <hr/> <hr/> |

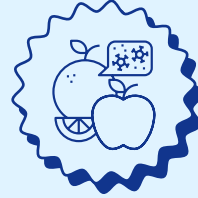
1.2 Now, find out a little more... What social consequences does climate change have? How does it affect people?

It is proposed to do a search on the internet or imagine the answers and compare them with reality in a small or large group.



~~~~~ **People who migrate or move:** What relationship do you find between climate change and migration?

Natural disasters caused by climate change cause humanitarian emergency situations and, therefore, many families are forced to leave their homes, towns, cities, countries...



~~~~~ **Fewer fruits, vegetables and cereals are produced:** It is said that we are what we eat, but if we contaminate the source that feeds us, what can happen?

By contaminating the land and water, it is more difficult to produce healthy food in good condition. This makes the work of rural people difficult.



~~~~~ **Water Access:** How do you think climate change affects our possibilities to have quality water?

The increase in temperatures on the planet causes major droughts. Due to climate change, we have less water and this can be contaminated. Therefore, some people do not have water to consume, for personal hygiene, for food production and industry.



~~~~~ **Serious health problems:** What types of diseases and health problems do you think climate change causes?

The change in temperature can cause diseases to appear in some areas where they did not exist before. Causes of malaria, cholera, dengue, or other diseases may begin to occur.



~~~~~ **Conflicts and wars:** Why are conflicts generated between countries and communities derived from climate change?

The use or possession of natural resources (some as necessary as water) can trigger wars. More than 40% of armed conflicts in the last 60 years are due to this.



~~~~~ **Increase in poverty:** Practically all problems affect the poorest or more vulnerable population the most. Do you think that climate change also affects them more? Why?

It especially affects the lives of people in impoverished countries. Natural disasters destroy infrastructure, as there is less food, prices increase and not all families can access them, etc.

1.3 What are climate migrations? Fill in the gaps.

Climate migrations are all those displacements caused, direct or indirectly, by climate change.

This causes many families to have to leave their homes and countries. For example:

A family that is dedicated to farming and has to face a great drought may see that their land is no longer suitable for farming and have to move to another place to continue their work.

Families who see their homes devastated by major floods and leave in search of a new home.

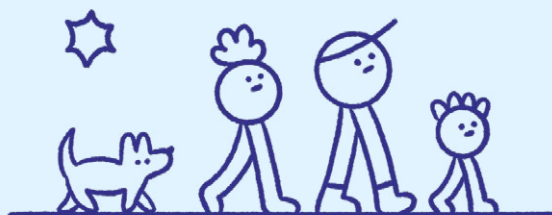
They move forcedly, they do not do it because they want to live somewhere else but because they cannot continue living in their home.

But watch out! There are people and families who need to migrate, but do not have the money or means to do so. These people are trapped populations.

Do we have anything to do with this situation?



Rich countries are responsible for the majority of greenhouse gas emissions, while impoverished countries suffer the worst consequences of these changes.



¿Which are the enriched countries? Why do they produce more greenhouse gases?

Rich countries have high levels regarding life quality and industrial and economic development. Their rate of consumption of different products such as food, clothes, transport, housing, etc. is much faster, therefore, these countries produce and pollute more. On many occasions we consume things or quantities which are higher than the ones we need.

Which are the impoverished countries?

Countries which are in a situation of economic and social inequality because other richer countries exploit their natural resources. They are poor in money, but they do not necessarily have to be poor in resources.

1.4 The interconnected SDGs.

The SDGs include topics such as the elimination of poverty, the fight against climate change, education, women's equality, environment defence, or the design of our cities. All the objectives are interrelated, the actions we take in one area impact the results of others. therefore, each action must take into account the total of SDGs.



The Worlds Largest Lesson.
Global Goals. (The Global Goals, 2016)



Would you be able to relate the rest of the objectives to the "SDG13: Climate Action" that we are working on?





Natural disasters affect more to the poorest populations. They do not have enough resources to face them.



Innovation can be aimed at improving forms of production to care for the environment.



Droughts and floods affect crop production. The amount of food is reduced and prices rise.



Inequalities are widen because the consequences of climate change affect the poorest communities the most.



Respiratory diseases due to air pollution.



We must build cities that take care of the environment and help to build and care for communities.



We need environmental education to know how to take care of the world.



Sustainable consumption and production contribute to reducing poverty and achieving low-carbon economies.



The majority of people who migrate due to climate reasons are women.



There is a continuous deterioration of coastal waters due to pollution. Marine biodiversity is reduced.



Water pollution reduces drinkable water and poor population's access to it.



Nature is vital to our survival: it provides us with oxygen, pollinates crops, and produces food.



The environment is polluted when the energy that comes from fossil fuels (non-renewable energy) is used.



Peace and environmental justice are necessary to have a healthy environment.



The uncontrolled increase in production causes economic growth and a great degradation of the environment.



Cooperation between countries, institutions and people helps reach agreements and environmental measures.

For more information, consult the ONAY material application manual available at:

www.onay.org

2



● Plastic and visual education

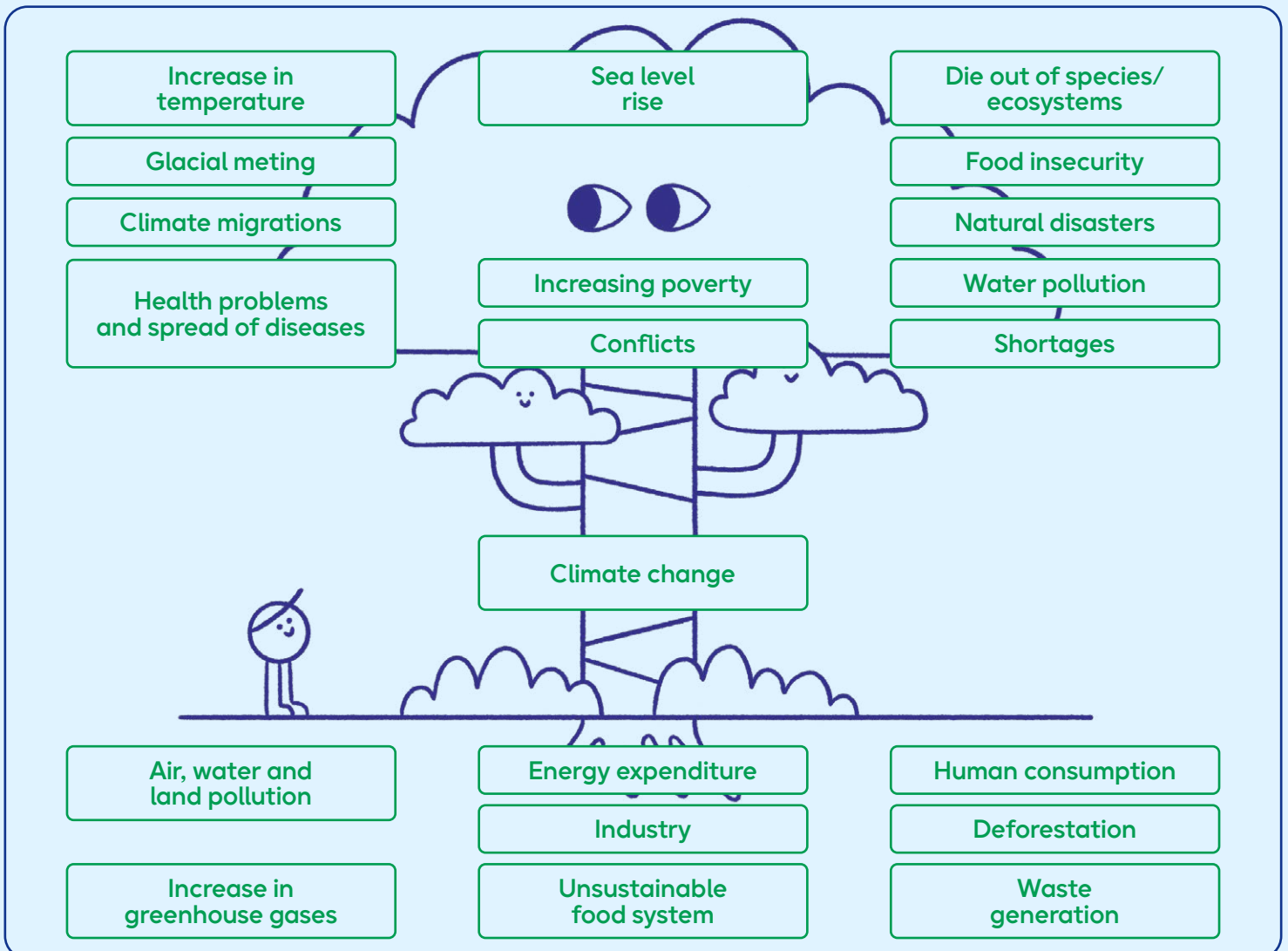
THE CLIMATE IS ALSO YOUR THING

2.1 Now that you know what climate change is and the consequences it has on people's lives, expand your knowledge about it and do a little research on its main causes and consequences. We suggest that you write it down in the following tree:




In the treetop we write the effects of the problem.

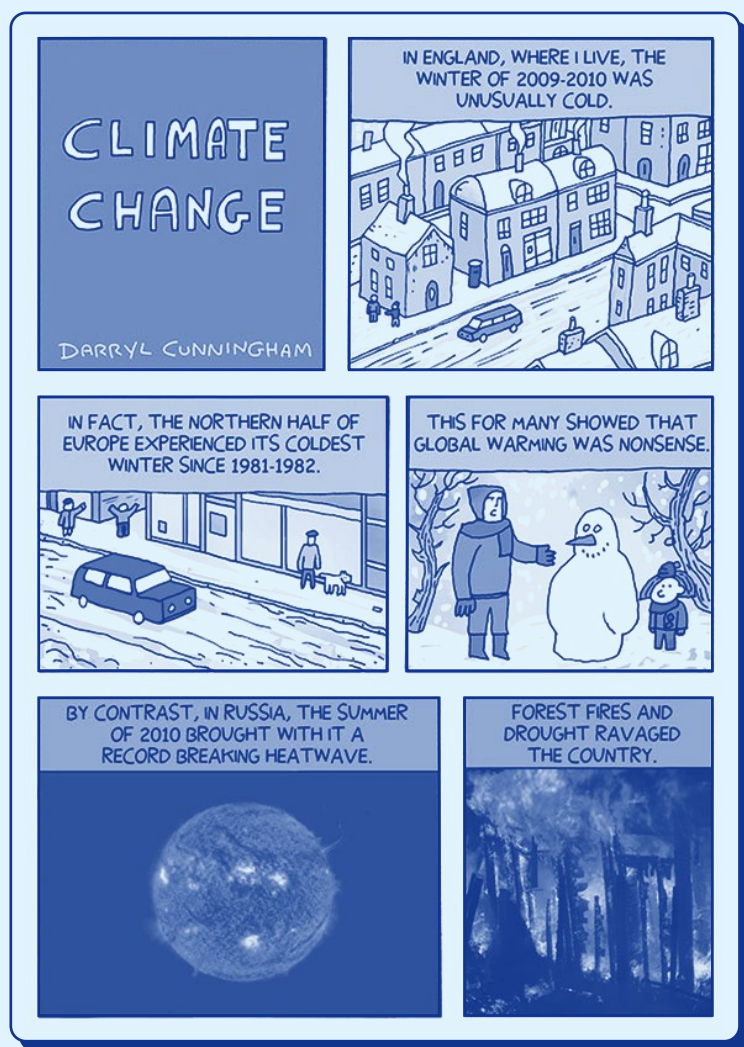
In the trunk we write the problem.

In the roots we write the causes.



2.2 On a piece of cardboard, make a comic that captures the information collected. You can do it however you want: collecting all the data, focusing on what you consider most important... You only have to take 3 factors into account:

- 1 People 
- 2 Climate change 
- 3 Impact on the world 



If you need it, here are a couple of examples to inspire you.



(El cambio climático explicado en cómic, 2011)

(Viñetas sobre el cambio climático, 2022)

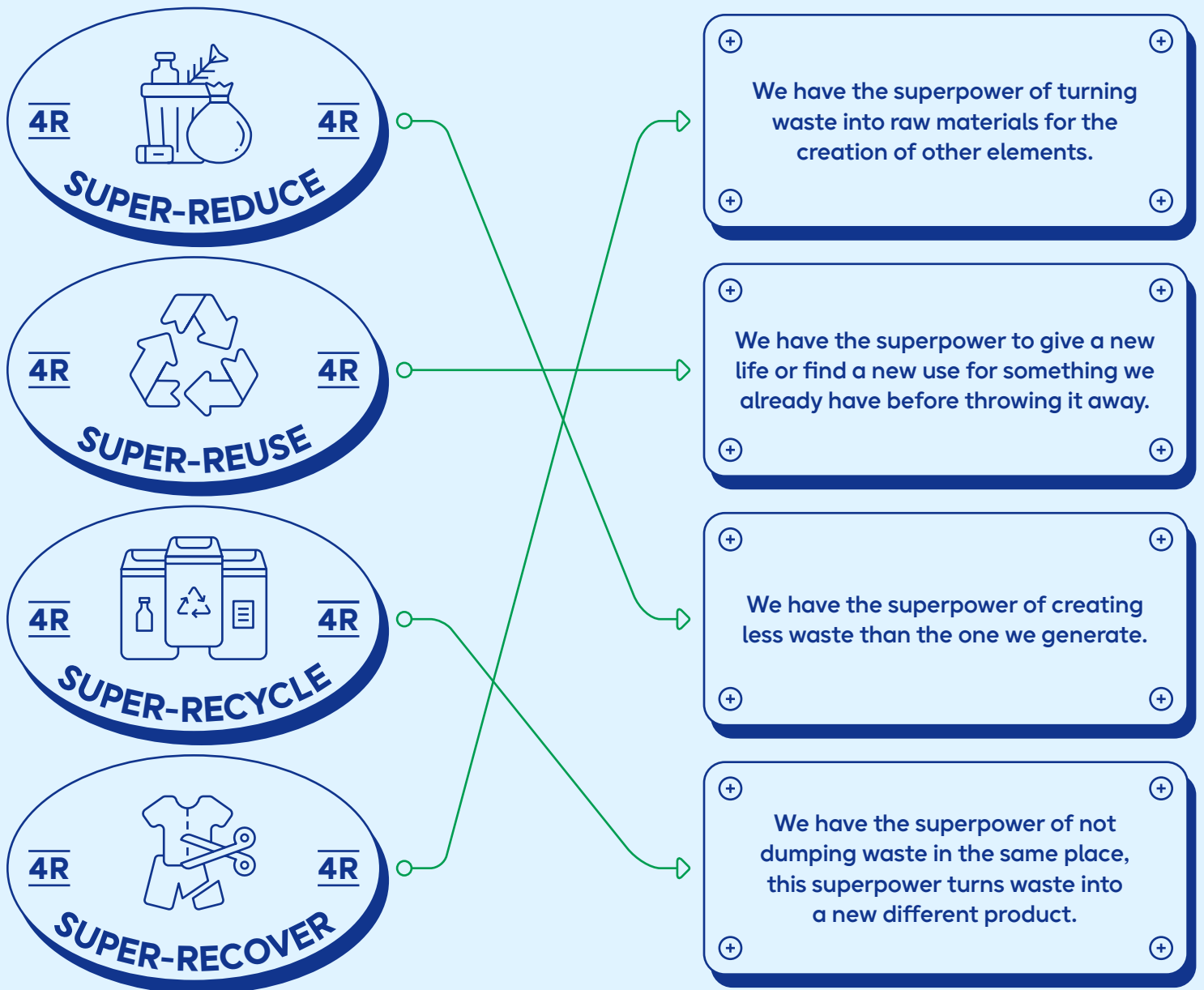
3



● Tutoring ● Social Sciences ● Natural Sciences ● English Language

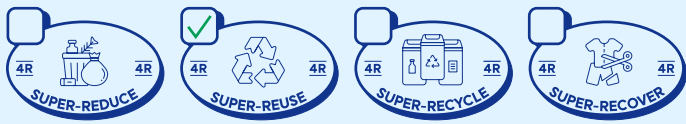
ECOVENGERS: THE SUPERPOWERS OF THE 4Rs

3.1 Did you know that we can help combat climate change with four superpowers that are in our hands? They are called “THE 4Rs”. Let’s play a game... could you say which superpower corresponds to each action? Join them!



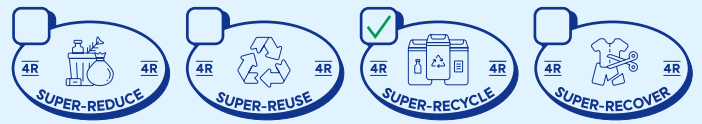
3.2 What superpower do you think has been used to positively contribute to the following situations? Use one of them and explain why.

~~~~ Your grandma has given you a list of food she needs you to buy for her at the supermarket. Most of them are fruits and vegetables that are placed individually in plastic bags that are right there (tomatoes in one bag, avocados in another, potatoes in another, etc.). What can you do to not use so much plastic?



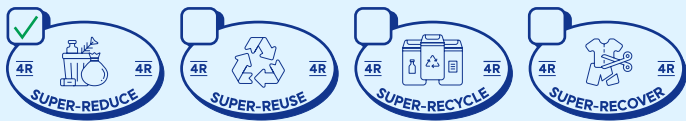
**SUPER-REUSE:** I can use the superpower of reusing bags from other purchases to place new fruits and vegetables and thus avoid plastic consumption. I could also buy cloth bags and use them every time I go to do the shopping and that way I would completely eliminate plastic consumption.

~~~~ Mathi walks long distances to collect water since her community does not have it. In many cases, this water is polluted and causes her or her family to get sick easily. What can we do to help ensure that the water is not polluted?



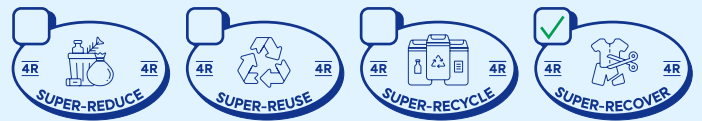
SUPER-RECYCLE: If I use the superpower of recycling waste, I will help prevent it from ending in the ocean or in other places causing water pollution.

~~~~ It's years since Sarah cannot go for a walk through the forest in her town as she used to do when she was little. Some men with tracksuits and large trucks cut down the entire forest. What can we do to stop so many trees from being cut down?



**SUPER-REDUCE:** If I use the superpower of reducing my waste generation (such as paper, cardboard, or packaging), I avoid the overexploitation of natural resources.

~~~~ Aitor is thinking about starting a sustainable clothing company. To do so, he has thought about using existing waste as raw material for the production of his sweatshirts. What would you recommend him to do?



SUPER-RECOVER: Aitor can use the superpower of recovering materials such as plastic, from bottles and other packaging, for example, and use them as raw materials for his sweatshirts.

4



● Musical education

THE RYTHM OF RECYCLING: THE SUPERPOWER OF THE 3Rs

We travel the world through music...
How are musical instruments made
in other countries?



The following links are presented and it is proposed to see them in the classroom along with the photographs and videos that show musical instruments from different places in the world, the materials used for their creation, its sounds, etc.



(OtroS MundoS, 2021)



(Richard, 2019)



4.1 Choose any place in the world and imagine which instrument could be typical there. Draw it and give it a name! you can do search on the internet to get to know the typical music instruments from the country you have chosen.



Country



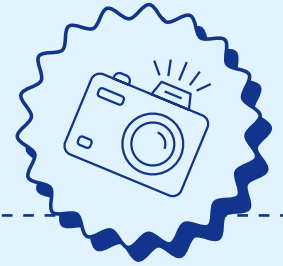
Chosen instrument

Describe it a little bit... What are the materials used for making it?, how does it sound?, what type of instrument is it?

4.2 It is your turn to create one! Choose one or more materials that you normally use at home in your daily life and recycle them. When you have enough, create your own musical instrument.



With your classmates, you can organize an exhibition in the corridor or at some place of the school and show your creations. You can leave here a photograph of the instrument or of the exhibition.



A large dashed-line rectangular box intended for students to upload a photograph of their instrument or exhibition.

5



• Tutoring • Maths • Plastic and visual education

GUARDIANS OF THE ENERGY

In order to commit with the climate emergency, it is especially important to save energy. The best way to do it is being aware of the energy waste that we generate at home every day.

5.1 Do you feel like putting the different appliances and devices usually used at home in the correct order according to consumption? Order them by placing a number from 1 to 12 on each card (from highest to lowest expenditure).

| | | | |
|---------------------------------|---------------------------|-----------------------------|------------------------------|
| 1000W
Dishwasher
5 | 2000W
Hair dryer
3 | 900W
Microwave
6 | 100W
Television
9 |
| 2000W
Electric radiator
2 | 9W
Eco lightbulb
12 | 35,5W
Mobile phone
10 | 700W
Washing machine
7 |
| 3500W
Air conditioner
1 | 30W
Radio
11 | 1200W
Horno
4 | 115W
Fridge
8 |

5.2 Sort the following list from most to least according to your own consumption: Which ones do you use the most and which ones the least?

- ① Oven _____
- ② Dishwasher _____
- ③ Hair dryer _____
- ④ Radio _____
- ⑤ Electric radiator _____
- ⑥ Air conditioner _____
- ⑦ Mobile phone _____
- ⑧ Fridge _____
- ⑨ Washing machine _____
- ⑩ Energy saving lightbulb _____
- ⑪ Television _____
- ⑫ Microwave _____



5.3 Look at your first five devices and propose an action to reduce their consumption.

- ① App to measure mobile phone usage time. Progressively reduce the usage time. _____
- ② Try not to fill the fridge to the maximum and make sure to close the door properly. _____
- ③ Wait to have enough clothes to fill it and try to use short programs. _____
- ④ Continue using low consumption. Set reminders for the lights I usually forget to turn off. _____
- ⑤ Use the ambient light sensor. _____

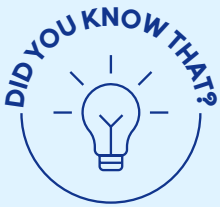


6



- Technology
- Plastic and Visual Education
- Tutoring

MOVE MORE, POLLUTE LESS



By using cars less, cities can reduce greenhouse gas emissions, thereby reducing air pollution and providing a safer and more liveable urban environment for their citizens.

By avoiding car use we reduce pollution levels in cities, which could prevent more than 600 deaths per year and increase life expectancy.

6.1 Put up an image of the map of your city, town, neighbourhood... and mark the route you take each day to go from home to school. What means of transport do you use? How long does it take you?



It is suggested to offer students a printed map of the area.



On foot



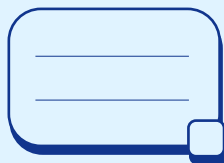
Bicycle



Car



Bus



Other



Duration:



Now that we have analysed how we get around.... Let's find out what means of transport everyone else uses!



But before that.... Look for information on the differences between using one type of transportation or another in terms of pollution and its consequences.

6.2 Record a video with your classmates to share it and raise awareness. Interview your teachers, parents, students from other classes, cleaning staff, maintenance staff, your family, people on the street...

And what are the differences between some countries and others? You can watch this film "On the way to school":



On the way to school
(TIFF Originals, 2014)



These questions can help you create the interviews and the video:

~~~~~ How long does it take you to get from home to school/work?

~~~~~ What mean of transport do you usually use to get around?

~~~~~ Do you think you do it out of necessity or because it is convenient?

~~~~~ Do you think people all over the world have the option to choose one mode of transportation or another?

~~~~~ Do you consider that it is a privilege to be able to choose between a car or another mean of transport?

~~~~~ Do you think that money influences a person's choice between different means of transport?

~~~~~ Do you know what difference it makes, in terms of pollution, to use one mode of transportation or another?

~~~~~ Do you think that you can make a difference by using less polluting means of transport?

~~~~~ When you decide how to get around your city, do you think first about what is more convenient for you, or what is better for everyone?

It is suggested to form groups of 4/5 people (depending on the class) and divide the tasks for creating the video. One group can be responsible for recording, another can do the interviews, another for editing, another can share it, etc.



# 7



● Tutoring ● Language ● Foreign Language

## SAY IT LOUD AND CLEAR. THE PLANET NEEDS YOU.

### 7.1 1. What conclusions have we reached? Perhaps these questions will help us...

How does the environment contribute to our well-being?

A high-quality natural environment provides basic needs: air and clean water, fertile land for food production, and energy and materials for manufacturing. All of these contribute to our health and well-being.

What do we think about the environmental situation in the area where we live? Are changes necessary?

In recent years, temperatures have been rising. Leading to economic and social changes around the world. If we continue as we are, the consequences will be even greater. We have the power and responsibility to make small changes that pursue solutions to end this situation.

Can we think of ideas to make production and consumption more environmentally friendly?

There are many ways to control our consumption and make it more responsible. For example, buying local products, avoiding unnecessary packaging, measuring the energy consumption of home appliances, avoiding generating a lot of waste, applying the 4Rs, etc.

Can we come up with something to improve recycling and reuse practices at home and in our city?

Place a container for each type of waste, give old items a new life, reuse materials, use second hand clothing, restore furniture and objects we already have at home...

Are there alternatives to using non-renewable energy?

Yes, there are. These alternatives are energy sources based on the use of solar, wind, water, or plant or animal biomass.

How can we reduce the amount of food waste?

Make a shopping list, buy only what you need or what you will consume, freeze food so it will last longer, avoid unnecessary plastic packaging...

Is it possible to use means of transport that do not damage the environment so much?

Yes. Reducing car use helps reduce greenhouse gas emissions, which are, precisely, a major cause of CO<sub>2</sub>. It is possible to get around more responsibly by bicycle, on foot, or by public transport.

Do our actions matter? How can we improve them?

Knowing other ways of life and making use of resources and consumption of products more responsibly. We can also do it little by little and day by day with small actions.

In your opinion, what makes a community sustainable?

The infrastructure (housing, parks...), the lifestyle, and the consumption of its inhabitants. It will be sustainable that which offers quality of life to its inhabitants and seeks social justice without jeopardizing the resources of future generations.



8



- Natural Sciences
- Language
- Plastic and Visual Education
- Foreign Language












# SUSTAINABILITY ON THE PLATE: THE JOURNEY OF YOUR FOOD

**8.1** Bring the label of 3 different foods you usually have at home and do some research on them.

You can paste them here!



Search for Water Footprint calculators on the internet.

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Food                           | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  Type of packaging              | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  Ingredients                    | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <input type="text"/><br><input type="text"/><br><input type="text"/>                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  Origin                       | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                              | <p>How many kilometers has it travelled?</p> <input type="text"/> Km                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  How much water do they need? | <input type="text"/> L                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  How is it recycled?          | <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <br/>Glass         </div> <div style="text-align: center;"> <br/>Paper         </div> <div style="text-align: center;"> <br/>Containers         </div> <div style="text-align: center;"> <br/>Organic         </div> </div> |

Why is it important to know where what we consume comes from?

It is suggested to read this data together and share opinions and doubts that may arise as a result of the information given.



If we reduce the distance between the place where food is grown and produced and the place where it is purchased, we help improve the environment: less packaging is used, there is no pollution due to transport, pollution is reduced, etc.

We also contribute to the progress of society: workers in small or local businesses earn money, we support local economy, more places are built for local production, the culture and the costumes of a community are preserved, etc.

So that in rich countries we can consume the amount of meat that we currently use, it is necessary that our animals eat the forage and feed that are harvested in impoverished countries, while the population of those countries cannot be adequately nourished.

## What relationship and impact do they have?

By buying fair trade products, we guarantee that they have been grown taking into consideration all people's human rights. All people involved in the production have a good wage, no children work and the environment is protected.

If we waste less food, we help reduce greenhouse gas emissions and thus protect the environment. In addition, more food would be available and fewer families will be hungry. Currently, more than 815 million people suffer from malnutrition.

The food that ends up in the trash would be enough to feed 2 billion people, that is more than double the number of people suffering from malnutrition in the world.

As we have seen, where food comes from, how it is consumed, and its waste are all very important in terms of environmental, social, and economic impact.

It is important to learn to estimate the amount of food needed so as not to waste food, money, energy, etc. This can have an important impact on the environment.





**8.2** Now we suggest that you count the amount of food that is thrown away in the school canteen. This class or course project can help reduce food waste.

What do we need?

1 scale



3 garbage bags



1 record sheet



1

In the canteen there will be 3 garbage bags (with a bucket or support box) per group or course, each bag is specific for each dish (1st course, 2nd course, and dessert). This option is interesting to internally track food by type of dish.

2

Another option is to weigh everything together, either with a single bag or with the container, making a brief note of the dish that has the most leftovers and the one that has the least, in addition to the differential grams that help us notice which has the most leftover.

3

An end date for the project will be decided together and the registration sheet will be prepared in class with the data we consider relevant. The groups will record the Kg of food waste daily.

### Daily food waste analysis

~~~~ What food has been wasted the most?

~~~~ What could be the reasons?

~~~~ What could we do?  
What could the school do?

In addition to the food that students leave on their plates, there is also a lot of food leftovers in the school kitchens that have not been served. Can you find out how much prepared and unserved food is left over? What is done with it? What could be done to reduce this amount and not waste it?

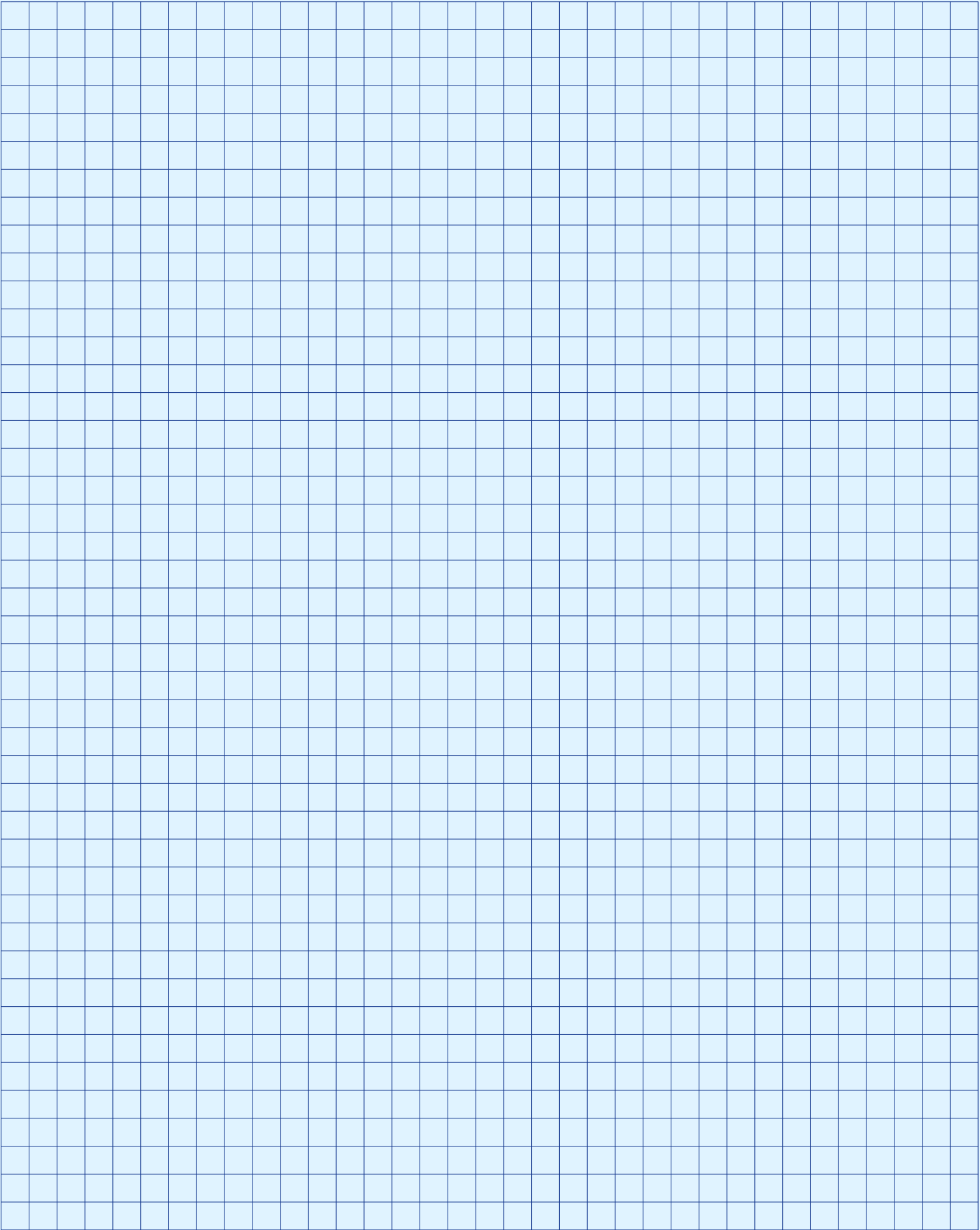


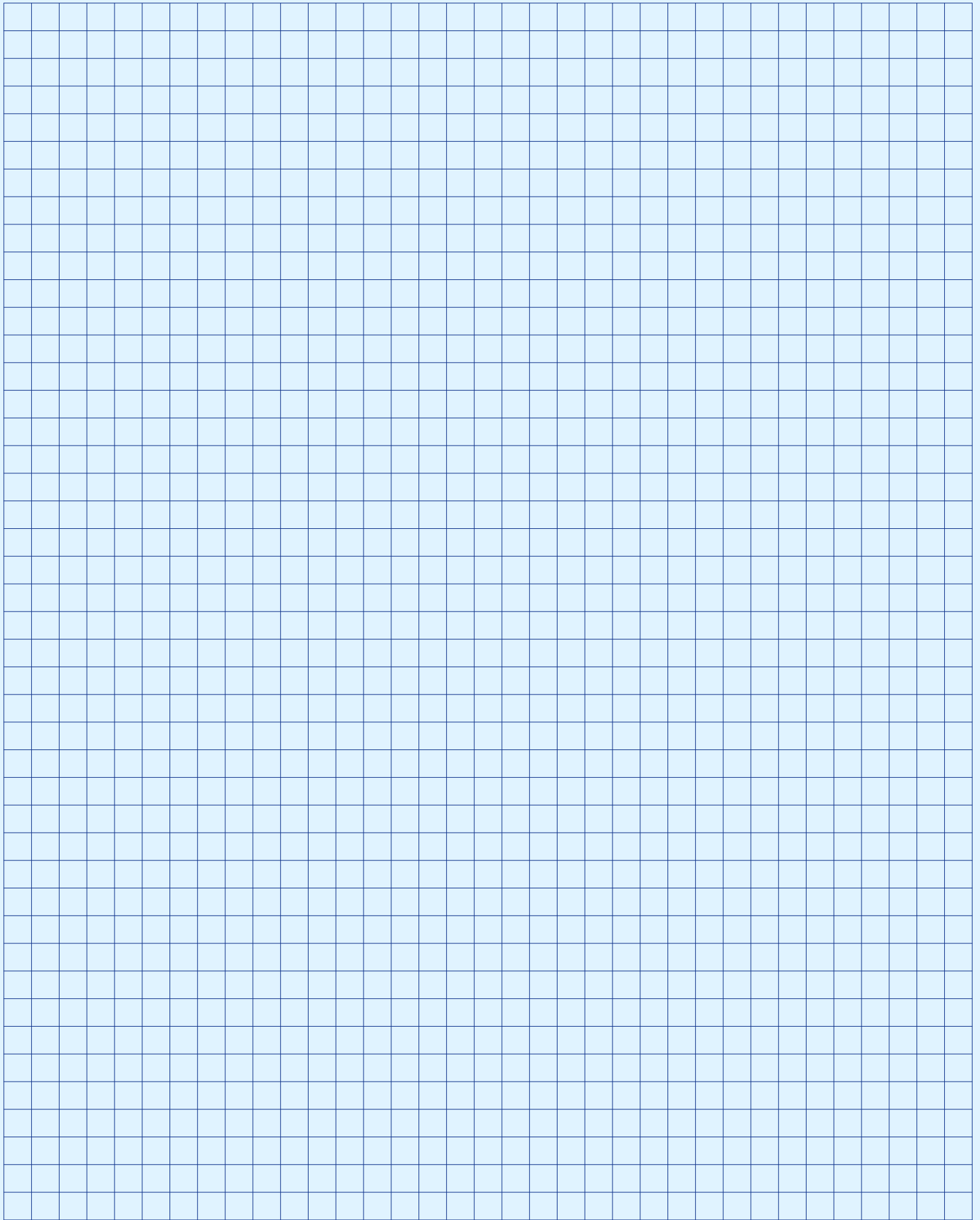
~~~~ Find out how much money the most wasted food of the day costs and calculate the money that may have been lost.

~~~~ Find out about the origin of the food and how many kilometres it has travelled.

For example: if a 500g jar of chickpeas costs 1€, how much money has been wasted on chickpeas?







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