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| **Q1** | Name one place in your country and one in another country where the four types of tourists, are likely to visit. |
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| **Q2** | Which of these four kinds of tourists might have the least harmful impact on the cultures and environments of the places they visit? Why? |
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| **Q3** | Which category would you like to visit your community for a holiday? Why? |
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| **Q4** | What criteria did you use to evaluate the effects of mass tourism in the interaction. |
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| **Q5** | How do the effects you judged to be 'A Benefit' reflect the four principles of sustainable living. |
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| **Q6** | Tourism images of Thailand. What aspects of Thailand are highlighted in these images? |
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| Substainable tourism |

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| **Q7** | Tourism images of Thailand. What have the writers assumed tourists want? |
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| Substainable tourism |

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| **Q8** | Tourism images of Thailand. How successfully does the material stimulate your interest? How does it do this? |
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| Substainable tourism |

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| **Q9** | Tourism images of Thailand. What category of tourist is this? |
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| **Q10** | Are there things you might want to do in Thailand which are not mentioned? If so, why might these have been omitted? |
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| Substainable tourism |

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| **Q11** | What is the dominant image of Thailand in the six 'constructions'? Does this image reflect the variety of life in Thailand - or might it reflect a stereotype?  |
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| Substainable tourism |

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| **Q12** | What images of Thai people are presented? |
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| Substainable tourism |

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| **Q13** | How well do you think Thai people would recognise themselves in the images? Why? |
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| **Q14** | Does the image in any way enhance or demean their standing as human beings? |
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| Substainable tourism |

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| **Q15** | How might the 'constructed' image feed back into the construction of the environment and life in Thailand? |
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| Substainable tourism |

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| **Q16** | What kind of environment might the realisation of these images create? |
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| Substainable tourism |

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| **Q17** | What impact would this have on the life and work of the Thai people? |
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| Substainable tourism |

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| **Q18** | Do rainforests benefit from ecotourism? |
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| Substainable tourism |

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| **Q19** | Do ecotourism affect the people of the rainforest? |
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| **Q20** | Identify an example of cultural and historical tourism in your country or continent. |
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| Substainable tourism |

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| **Q21** | Identify possible benefits and problems of these forms of alternative tourism. |
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| Substainable tourism |

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| **Q22** | Identify two actions that could address any problems related to tourism in your own country? Are there barriers to implementing these suggestions? Is there any way you and your students could help to implement any of these actions? |
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| Substainable tourism |

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| **Q23** | Teaching about ecotourism. What were the two wisest decisions you made in the simulation? Why? |
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| Substainable tourism |

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| **Q24** | Teaching about ecotourism. Name two not-so-wise decisions that you made. Why were they not-so-wise? |
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| Substainable tourism |

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| **Q25** | To what extent can ecotourism contribute to the four principles of sustainable human development? Why? |
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| Substainable tourism |

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| **Q26** | Identify four defining characteristics of sustainable tourism. |
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| Substainable tourism |

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| **Q27** | The topic of sustainable tourism has great potential in education for a sustainable future. List four points that you would include in a rationale for including sustainable tourism in the curriculum. |
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| Substainable tourism |

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| **Q1** | Many people see globalisation as something to do with international finance and trade, multinational compaies the Internet, Hollywood and Boolywood movies and other threats to local identity and culture. Why do you think Robert Muller’s World Core Curriculum seems to be much wider than this? |
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| Globalisation |

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| **Q2** | Describe a school program you teach – or maybe studied as a student – that was based upon the concentric circles approach. |
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| Globalisation |

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| **Q3** | What do you think were its advantages and disadvantages of the concentric circles approach? |
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| Globalisation |

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| **Q4** | Do you think the World Core Curriculum follows the concentric circle or the systems approach? Why? |
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| Globalisation |

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| **Q5** | Select one lesson that you would find interesting to teach and describe the systems that students are learning about. Also explain why you would find this lesson interesting to teach. |
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| Globalisation |

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| **Q6** | Match the examples of globalisation you analysed to the different parts of Robert Muller’s World Core Curriculum. |
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| Globalisation |

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| **Q7** | Summarise what you have learnt, this far, about globalization. |
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| Globalisation |

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| **Q8** | Identify an example of each of the four dimensions of globalisation in Good Morning World! Also provide an additional example of each one from another aspect of your life. |
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| Globalisation |

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| Online search allowed |
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| **Q9** | Where do you stand on the choice of "free trade" or "fair trade"? Why? Where did the ideas behind your position come from? |
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| Globalisation |

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| **Q10** | Explain how the global music industry illustrates the free trade, MNC, communications and consumer drivers of globalisation. |
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| Globalisation |

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| **Q11** | Summarise the major advantages and disadvantages of globalisation. |
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| **Q12** | Where do you stand on globalisation: (a) as an individual, and (b) as a teacher? |
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| Globalisation |

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| **Q13** | What ethical dilemmas might you face if your views of globalisation as an individual and as a teacher are relatively similar? |
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| Globalisation |

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| **Q14** | What ethical dilemmas might you face if your views of globalisation as an individual and as a teacher are very different? |
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| Globalisation |

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| **Q15** | What can be done to help ensure that national leaders take better note of A Fair Globalisation: Creating Opportunities for All? |
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| Globalisation |

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| **Q16** | Compare and contrast the impacts of the global financial crisis on food security and health in your country and one of those studied by the World Food Programme. |
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| Globalisation |

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| **Q17** | What do you believe should be done to address the slow progress on towards achieving the MDGs? |
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| Globalisation |

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| **Q18** | How seriously do you believe the drivers of globalisation will be undermined by the global financial crisis in 2020? Why? |
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| Globalisation |

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| **Q1** | In addition to climate change, list five other subjects you might teach in Education for Sustainable Development where there are also opportunities to achieve the educational benefits of working with students about uncertainty and precaution. |
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| Climate change |

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| **Q2** | How severely will climate change affect your country or region? |
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| Climate change |

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| **Q3** | What advice would you give the governments of the Amazon region about how to minimize the impacts of increased temperatures on the rainforest? |
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| Climate change |

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| **Q4** | What advice would you give the Shipibo people about adapting to the changed climatic conditions along the River? |
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| Climate change |

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| **Q5** | In what ways is your community experiencing the impacts of climate change? |
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| Climate change |

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| **Q6** | Which of the nine impacts is the most likely to affect your local community? Why? |
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| Climate change |

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| **Q7** | Which of the nine impacts is least likely to affect your local community? Why?  |
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| Climate change |

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| **Q8** | What options are being explored in your community to try to adapt to these environmental changes? |
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| **Q9** | The Commonwealth Foundation identified two ethical arguments about climate change. Identify passages in the text to support these views. |
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| Climate change |

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| **Q10** | Identify five ethical issues in the World Bank’s concerns about climate change and development. Quote passages in the text to support these concerns. |
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| Climate change |

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| **Q11** | Identify three ethical issues in the AOSIS concerns about climate change and development. Quote passages in the text to support these concerns. |
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| Climate change |

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| **Q12** | What are the major ethical issues about climate change in your country? To what extent are they similar or different from the ones identified in this activity? Why? |
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| Climate change |

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| **Q13** | Mitigation seeks to reduce the amount of carbon in the atmosphere but adaptation seeks to help us reduce the effects of carbon in the atmosphere. Which approach do you think is the most important? Why? |
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| Climate change |

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| **Q14** | Summarise the actions that Lord Stern believed have to be taken by developed countries. |
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| Climate change |

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| **Q15** | Summarise the actions that Lord Stern believed have to be taken by developing countries |
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| Climate change |

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| **Q16** | Summarise the actions that Lord Stern believed have to be taken by middle income developing countries |
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| Climate change |

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| **Q17** | Summarise the actions that Lord Stern believed have to be taken by all countries |
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| Climate change |

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| **Q18** | Compare the cost of effective international action on climate change to the cost of fixing other global problems |
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| Climate change |

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| **Q19** | Which of the actions recommended by An Inconvenient Truth would/do you find (i) easy and (ii) difficult to take? Why? |
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| Climate change |

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| Online search allowed |
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| **Q20** | Do you think that the list of actions recommended in An Inconvenient Truth are too individualistic and best suited to people who live in rich developed countries. Why? |
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| Climate change |

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| **Q21** | If it is true that the actions are too individualistic and best suited to people who live in rich developed countries, why do you think Al Gore might have developed such a list? |
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| Climate change |

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| **Q22** | Compare the results from the Internet search in your country with the results of the search in Australia. Why might there be any similarities or differences? |
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| Climate change |

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| **Q23** | Why do you think that there are more websites on what individuals can do about climate change than what companies and governments can do? |
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| Climate change |

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| **Q24** | What does UNESCO identify as the four implications for education about climate change? Which is the most significant in your country? In your school? In your teaching? Why? |
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| Climate change |

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| **Q1** | List five words or phrases that you think might help distinguish sustainable agriculture from conventional agriculture. |
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| Substainable agriculture |

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| **Q2** | Add five additional words or phrases that you think would be useful in defining sustainable agriculture to the list above. |
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| Substainable agriculture |

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| **Q3** | Is this a satisfactory definition that incorporates all the important points you think should be there? How might you add to or modify it? Write your own definition for sustainable agriculture. |
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| Substainable agriculture |

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| **Q4** | Describe how you could explain the holistic nature of sustainable agriculture to a class you teach? |
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| Substainable agriculture |

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| **Q5** | Describe (i) the types of agriculture being practiced in two of the case studies, and (ii) the principles that you think underlie these practices. |
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| Substainable agriculture |

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| **Q6** | What principles are shared by the farmers in your two case studies? |
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| Substainable agriculture |

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| **Q7** | To what extent were the six principles in the Sri Lankan village (in Module 19, Activity 5) shared by the farmers in the case studies? |
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| Substainable agriculture |

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| **Q8** | How useful might these principles be for farmers in your country? How might the principles be adapted to be more culturally appropriate? |
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| Substainable agriculture |

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| **Q9** | How useful might these principles be for a family or community food garden in your neighbourhood? How might the principles be adapted to be more culturally appropriate? |
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| Substainable agriculture |

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| **Q10** | Explain why it is important for all teachers - whether rural or urban based - to teach about sustainable agriculture when educating for a sustainable future. |
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| Substainable agriculture |

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| **Q11** | Explain how using a school food garden in your teaching might be able to increase the focus on sustainable agriculture? |
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| Substainable agriculture |

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| **Q1** | Identify two aspects of a sustainable community are most important to you. Why? |
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| **Q2** | Identify the policies and actions being undertaken by your local government to address these two aspects. |
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| Substainable community |

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| **Q3** | If you were the mayor of Guatemala City, what would you encourage the city council to do about conditions in the squatter settlements? |
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| Substainable community |

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| **Q4** | How can running water be supplied even though you do not have money for standard water mains and the people do not have enough money to pay taxes? |
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| Substainable community |

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| **Q5** | What would you do to improve health conditions in these settlements? Who might you turn to for help in these endeavours, locally, nationally, globally. |
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| Substainable community |

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| **Q6** | If you were the mayor of Cali, what practical steps would you take to address the housing problems in Aguablanca? |
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| Substainable community |

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| **Q7** | As mayor of Cali, what do you think the role of the Aguablanca residents should be in solving their problems? |
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| Substainable community |

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| **Q8** | Besides the residents themselves, who else (people or organisations) might need to be involved in these efforts? What would they do? |
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| Substainable community |

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| Online search allowed |
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| **Q9** | What obstacles might you encounter? How would you deal with them? |
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| **Q10** | If you lived in Melrose Commons and were concerned about the city's plan, what would be the first thing you would do to be heard? |
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| **Q11** | As a Melrose Commons resident, what would you like to see your community become? What sorts of residential and commercial buildings, parks and streets would provide an environment that is enjoyable to live in? |
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| **Q12** | As a member of the community group, People of Phillips, what actions would you suggest to keep the garbage transfer station out of your neighbourhood? |
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| **Q13** | What would you propose be done with the garbage transfer station site if you won? |
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| **Q14** | What type of use of that land would most enhance and help your community? |
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| **Q15** | What processes should your community use to decide what to do with the land? |
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| **Q16** | What can you, as a teacher, do to encourage student participation in Local Agenda 21 activities? |
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| **Q17** | How could a community survey be used to involve students in developing a plan for community sustainability? |
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