

We discover the World

Kids' Voices for 2030

SDGs – Children's Rights – Morocco – Egypt – Namibia

We are several classes from Germany, Morocco, Egypt, and Namibia, and together we've discovered, tried out, and created so much. This newspaper is about the **Sustainable Development Goals**, also known as **SDGs**. These are goals for a better and fairer world. And it's about children's rights, because children's rights concern us all. This newspaper is like a journey around the world, but from our perspective. Enjoy reading, marveling, and thinking more!

SDGs – Reineke-Fuchs Elementary School – Class 5c

A Plan for Our World – The Sustainable Development Goals

Have you ever imagined that the whole world has a shared plan to make everything better? A plan for people, animals, and nature? It really exists! It's called the Sustainable Development Goals. They're also known as SDGs. That's English and stands for "Sustainable Development Goals."

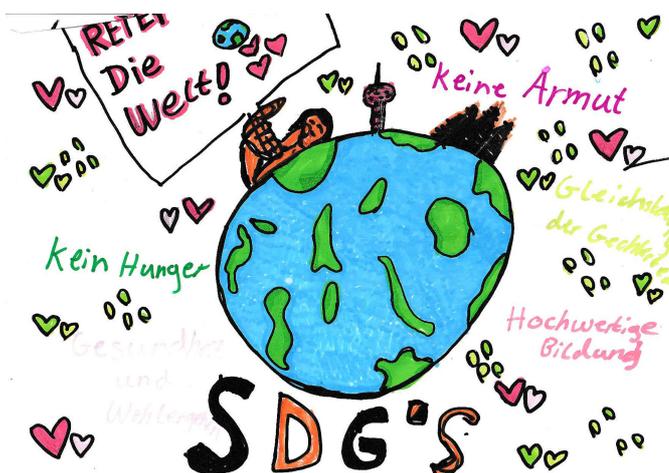
There are 17 goals. The United Nations adopted these goals in September 2015. The United Nations is an association of 193 states.

The aim is to make the world a better place. No one should go hungry, and everyone should be treated equally. All goals are to be achieved by March 2030.

Many cities and villages are planting trees and other plants to protect the climate. Countries are building more schools so that all children who don't have access to education can attend. Schools are separating and recycling waste.



We find **Goal 1** important because it's important that everyone has a home and food. We find **Goal 5** important because no one should be bullied or treated differently because of their skin color. We find **Goal 16** important because everyone has the right to live free from violence and fear. And we find **Goal 17** important because everyone has to work together to make it happen.



SDGs – Reineke-Fuchs Elementary School – Class 5c

SDGs

Lara Zeind, Blerony Emahoe, Ali Ridd

Rettet Die Welt!!!

Neutrd L

2015/2030

1: Keine Armut	8: Menschenwürdige Arbeit und Wirtschaftswachstum	14: Leben unter Wasser
2: Kein Hunger	9: Industrie, Innovation und Infrastruktur	15: Leben am Land
3: Gesundheit und Wohlergehen	10: Weniger Ungleichheiten	16: Frieden, Gerechtigkeit und Starke Institutionen
4: Hochwertige Bildung	11: Nachhaltige Städte und Gemeinden	17: Partnerschaften zur Erreichung der Ziele
5: Geschlechter-Gleichheit	12: Nachhaltiger Konsum und Produktion	
6: Sauberes Wasser und Sanitäreinrichtungen	13: Massnahmen zum Klimaschutz	
7: Bezahlbare und Saubere Energie		

SDGs – Reineke-Fuchs Elementary School – Class 5c

If we could decide what we would change or improve in this world?

We would change it so that everyone really makes an effort to achieve the goals.

And that everyone works together and helps each other. What does the word sustainable mean? Sustainable means, for example, that if a cell phone breaks, instead of throwing it away, you should repair it.

We use things in such a way that people in the future will also have enough, just like we do today. Three important rules of sustainability:

Don't take more than can be replenished. For example, if we cut down trees, we also have to plant new ones. Use things for a long time and in good condition.

Repair rather than throw away. Second-hand clothes or swap meets are also sustainable. Be mindful of people, animals, and nature. When we buy something, we should consider whether it was made ethically, whether animals or the environment were protected.

Authors: Lara, Zeinab, Ali-Ridar, Leonardo, David,

Antarctica – Reineke-Fuchs Elementary School – Class 5c

Save the Earth's Refrigerator!

What is your goal number and what is it called? Our goal is Goal 13, and it's called Climate Action. What is CO₂? It's a gas, but it's also called carbon dioxide.

It's invisible, and you can't smell or taste it. Plants store CO₂ and need it to grow. Too much CO₂ is bad for our climate. CO₂ is produced in many places, for example, when cars, buses, airplanes, or trucks refuel with gasoline or diesel. It's also produced when coal-fired power plants generate electricity, when houses are heated with oil or gas, and when forests are cut down, because trees absorb CO₂ from the air. If they are missing, more CO₂ remains in the air.

Antarctica is also called the Earth's refrigerator. If the refrigerator breaks down, it will get much hotter on Earth. The white ice surface reflects sunlight.

When the ice melts, the Earth will get much warmer, and the weather will change everywhere on Earth. There will be more storms, floods, and heat waves.

Animals lose their habitats, and sometimes people do too. Seals, whales, and seabirds live in Antarctica. When the ice melts, penguins lose their breeding grounds.



Many chicks die. The animals then can't find enough food.

What can we do to combat climate change?

Turn off the lights when you leave a room. Turn off your computer and television completely. Turn down the heating and put on a sweater. Take a short shower instead of a bath.

Eat less meat, as this also saves a lot of CO₂. Use reusable water bottles and lunchboxes. Avoid single-use plastics. Make new things from old ones. Exchange toys or books. Plant trees or help in the garden. Create insect hotels or wildflower meadows.

Authors: Luisa, Emmy, Hisham, Elias, Ahmet

Antarctica – Reineke-Fuchs Elementary School – Class 5c

Minus 33 degrees! Researchers tell their stories from Antarctica

Brrr... minus 33 degrees! We, class 5c of the Reineke-Fuchs Elementary School, interviewed researchers from the Neumayer III research station in Antarctica. How do people live in the eternal ice? How do they get electricity and food, and are there really penguins around? Here are the most exciting questions and answers straight from Antarctica!



Can you introduce yourselves?

Research team: I'm Johanna. I'm a geophysicist. That means I work with measuring instruments that, for example, register earthquakes. I'm Lukas: I manage a "trace substance observatory." There, I measure which gases are in the air and also aerosols, which are tiny particles that float in the air. And I'm Josef: I also work as a geophysicist, together with Johanna.

How cold is it in Antarctica – and what temperature is it right now?

Research Team: It's about -33 degrees Celsius outside right now. Luckily, it's warmer inside the station; otherwise, life here would be pretty difficult.



Why are you at the research station? What do you do?

Research Team: We look after a lot of scientific instruments that have been taking measurements here for years. We make sure the data is stored, review it, and send important measurements to researchers all over the world.

What equipment do you use for your work?

Research Team: The most important thing outside is very warm clothing in several layers. At -33 degrees Celsius, your hands, nose, and face get cold quickly, so we have to be especially careful about that. Each research project requires slightly different tools, depending on what needs to be repaired or measured.

Where exactly is the research station located?

Research Team: Our station is located in Queen Maud Land in Antarctica, near the coast. What's interesting is that we're not standing on solid ground, but on an ice shelf. The ocean is already below us, at a depth of about 200 meters.

Are you close to the penguins?

Research team: Yes! There's a large colony nearby with up to 26,000 penguins. We drive there in about 15 minutes by snowmobile. It's always a fantastic sight.

What impact does climate change have on animals in Antarctica?

Research team: It's complicated, but it's particularly important for emperor penguins: They need sea ice to breed and raise their young. When the ocean warms, there's often less sea ice. Then the penguins lose their breeding grounds, and some colonies have already disappeared in certain areas.



How do we know how much ice melts each year?

Research team: There are several methods. A lot is measured from space: Satellites can observe how thick the ice is and how it moves. The important thing is to measure this over many years to determine if there are any lasting changes.

Antarctica – Reineke-Fuchs Elementary School – Class 5c

How do we know how much ice melts each year?

Research team: There are several methods. A lot of measurements are taken from space: Satellites can observe how thick the ice is and how it moves. It's important to measure this over many years to determine if there are any lasting changes.

How do you measure the thickness of the ice?

Research team: Some devices send signals (e.g., electromagnetic waves) through the ice. The echo then indicates its approximate thickness. On sea ice, it's sometimes quite simple: In some places, we even measure with a measuring stick; it's often only about two meters thick.

How do you get to and from the research station?

Research team: We usually travel to and from the station by plane. This allows for the quick transport of people and essential equipment.

How do you obtain energy and electricity?

Research team: We get most of our electricity from large engines that function like converted truck engines and generate power. We also have wind and solar power, but: there's no sun in winter, which is why the engines are so important. If the power goes out, it gets really cold inside after one or two days.

How do you live at the station – and what do you eat? And what was your best experience?

Research team: The station is everything to us at once: home, workplace, and leisure place. In winter, there are only a few of us, and we usually have our own rooms. In summer, it's more crowded, and



then several people share a room. The cook provides meals, often on set days, for example, pasta and pizza on Mondays. Many people find the Northern Lights, the penguins, and the landscape with its enormous icebergs particularly beautiful – like a completely different world.

We would like to thank **Johanna Brehmer**, **Josef Müller**, and **Lukas Weis** from the *Neumayer III* research station for the super interesting interview! We wish you a safe time in the ice and many wonderful moments with the Northern Lights and penguins. Best regards from class 5c!

Words Explained

(short & easy)

Geophysics / Geophysicist: Researchers who study the Earth, for example, using instruments to detect earthquakes.

Trace gases: Gases that occur in the air only in very small quantities but are nevertheless important (e.g., for the climate).

Aerosols: Tiny particles that float in the air, for example, dust, salt, or soot.

Ice shelf: A huge, thick sheet of ice at the edge of Antarctica that floats on the sea and is still connected to the land.

Sea ice: Ice that forms directly from frozen seawater.

Emperor penguin colony: A large group of emperor penguins that live and breed together.

Satellite: A device in space that observes the Earth from above and takes measurements.

Auroras: Colorful lights in the sky near the poles; they are created when particles from space collide with the atmosphere.

Environmental protection – EBIS – Egypt British International School



Environmental protection – EBIS – Egypt British International School

Mariam Ahmed Maher Ahmed Hafez aus Kairo, 14 Jahre

Unsere schöne Welt ist in Gefahr – wir sind eine Bedrohung für sie. Wir zerstören sie immer schneller.

Was ist der Klimawandel?

Unsere Welt wird immer heißer. Das liegt daran, dass wir zu viel Plastik benutzen und viele fossile Brennstoffe wie Kohle, Gas oder Öl verbrennen. Dabei entstehen schädliche Gase, die die Wärme der Sonne in der Atmosphäre festhalten. Das nennt man den Treibhauseffekt – und er führt zum Klimawandel.

Auch die Umweltverschmutzung ist ein großes Problem. Aber jeder kann etwas tun, um zu helfen!

Du könntest zum Beispiel:

- weniger Plastik verwenden,
- öfter zu Fuß gehen oder Fahrrad fahren,
- einen Baum pflanzen oder
- Strom sparen.

Schon kleine Schritte können viel bewirken – wenn wir alle mitmachen!

Wusstest du das?

Mehr als eine Million Tier- und Pflanzenarten sind vom Aussterben bedroht – wegen Umweltverschmutzung und Klimawandel.



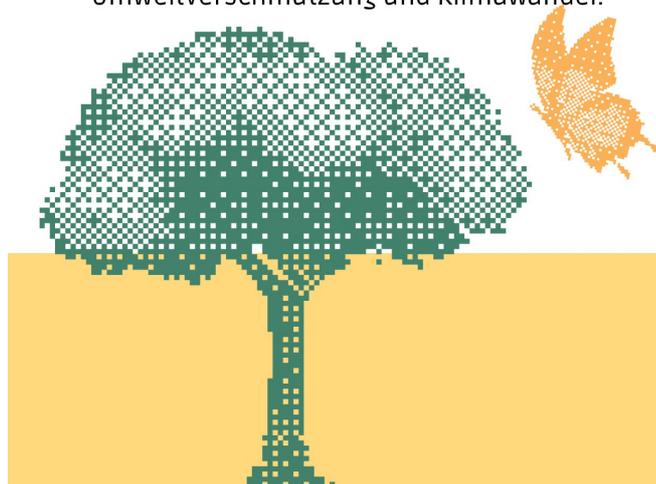
Was verursacht noch den Klimawandel?

- Nicht nur die Verbrennung von fossilen Brennstoffen und die Nutzung von Plastik tragen zum Klimawandel bei. Auch andere Dinge spielen eine Rolle – zum Beispiel:
- das Abholzen von Wäldern,
- der viele Autoverkehr,
- große Fabriken,
- und zu viel Müll.

Warum ist Verschmutzung so gefährlich?

Weil sie ...

- die Luft schmutzig macht,
- Dürren und Wassermangel verursachen kann,
- Überschwemmungen auslöst,
- und den Meeresspiegel steigen lässt.
- Wenn das Wasser weiter steigt, könnten Küstenstädte überflutet und zerstört werden.



Environmental protection – EBIS – Egypt British International School

Authors: Mariam Ahmed Maher Ahmed Hafez from Cairo, 14 years old

Our beautiful world is in danger – we are a threat to it. We are destroying it faster and faster.

What is climate change?

Our world is getting hotter and hotter. This is because we use too much plastic and burn a lot of fossil fuels like coal, gas, or oil. This produces harmful gases that trap the sun's heat in the atmosphere. This is called the greenhouse effect – and it leads to climate change.

Pollution is also a big problem. But everyone can do something to help!

For example, you could:

- use less plastic,
- walk or cycle more often,
- plant a tree, or
- save electricity.

Even small steps can make a big difference – if we all participate!

Did you know?

More than a million animal and plant species are threatened with extinction – due to pollution and climate change.

What else causes climate change?

It's not just the burning of fossil fuels and the use of plastic that contribute to climate change. Other things also play a role – for example:

- deforestation,
- heavy car traffic,
- large factories,
- and too much waste.

Why is pollution so dangerous?

Well, it...

- pollutes the air,
- can cause droughts and water shortages,
- triggers floods,
- and causes sea levels to rise.
- If the water continues to rise, coastal cities could be flooded and destroyed.

Unser Klima*

In Sharm El-Sheikh, am blauen Meer,
sprach Ägypten: „Die Erde braucht uns sehr.“



Gemeinsam reden, planen, tun –
nicht länger warten, nicht mehr ruhn.

Vom Nil bis hin zur weiten Welt,
zeigt sich, wie sehr das Klima zählt.

Ein Baum gepflanzt, ein Licht ausgemacht,
zu Fuß gegangen, Müll bedacht –



was klein beginnt, kann Großes werden,
für unser Klima hier auf Erden.



Klasse 5B aus Kairo

*Auf der Klimakonferenz in Sharm El-Scheich (COP 27) kamen viele Länder zusammen, um Maßnahmen zur Erreichung der im Pariser Abkommen und der Konvention vereinbarten globalen Klimaziele zu ergreifen. Die Konferenz fand vom 6. bis 20. November 2022 in Sharm El-Scheich, Ägypten, statt.

Our Climate*

In Sharm El-Sheikh, on the blue sea, Egypt said:
"The Earth needs us very much."

Talking together, planning, acting – no more
waiting, no more resting.

From the Nile to the wider world, it is clear how
much the climate matters.

Planting a tree, turning off a light,
walking, taking care of trash –

what starts small can become something big,
for our climate here on Earth.

Class 5B from Cairo

*At the climate conference in Sharm El-Sheikh (COP 27), many countries came together to take measures to achieve the global climate goals agreed upon in the Paris Agreement and the Convention. The conference took place from November 6 to 20, 2022, in Sharm El Sheikh, Egypt.

Egypt – Reineke-Fuchs Elementary School – Class 5c

Our partner country:

Egypt

Egypt is located in northeastern Africa and connects Africa with the Middle East. To the north, the country borders the Mediterranean Sea and to the east the Red Sea. Egypt's neighboring countries are Libya, Sudan, and Israel. It also shares a small border with the Gaza Strip. Egypt has a population of approximately 112 million, which is larger than that of Germany.

Egypt at a Glance

1. Population: approx. 112 million people
2. Capital: Cairo
3. Currency: Egyptian Pound
4. Religion: Most people are Muslims, there are also Christians
5. Neighboring countries: Libya, Sudan, Israel, and the Gaza Strip

The capital of Egypt is Cairo. Approximately 10 million people live there. Cairo is a huge and very vibrant city. Other well-known cities include Alexandria on the Mediterranean coast and Luxor with its famous temples. Egypt is about three times the size of Germany and has a lot of desert, but also fertile areas along the Nile.



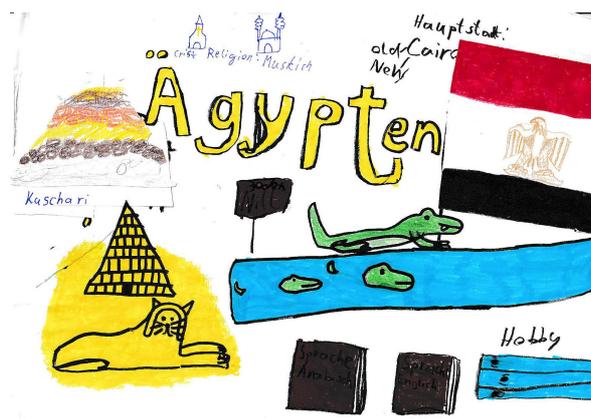
In Egypt, there are many animals that can only be seen in zoos in Germany. These include camels, desert foxes, jackals, and crocodiles in the Nile. Scorpions and some

snakes also live there. These animals are well adapted to the hot climate.

The Egyptian flag has three stripes: red at the top, white in the middle, and black at the bottom. In the center is a golden eagle. It is called the Eagle of Saladin and is an important symbol for the country.



People in Egypt primarily speak Arabic. Most are Muslim, but there are also Christians, for example, the Coptic Christians. Religion plays an important role in everyday life. Typical Egyptian food includes flat-bread, ful (a bean dish), and kushari (a dish with rice, pasta, and lentils). People also enjoy dates, oranges, figs, mangoes, and pomegranates. Tea and fresh juices are also popular. The currency is the Egyptian pound, which is worth less than the euro.



There is much more to learn about Egypt. The pyramids, the pharaohs, and the country's long history are particularly fascinating. Egypt is a country with many unique features and a rich culture.

Authors: Henri, Nicole, Lyra, Leonardo, Max, David, Esma, Josephine

Cairo – EBIS – Egypt British International School



EIN TAG, SIEBEN STATIONEN, UNZÄHLIGE ERLEBNISSE

An meiner Schule, der EBIS in Kairo, gibt es jedes Jahr eine besondere Veranstaltung: den Sporttag. An diesem Tag werden alle Schülerinnen und Schüler der 5. und 6. Klasse in sechs Häuser eingeteilt: Edinburgh, Tintagel, Cardiff, Stormont, London und Windsor. Jedes Haus nimmt am Sporttag teil und besucht sieben verschiedene Stationen. Dort versuchen wir, so viele Punkte wie möglich für unser Haus zu sammeln – denn am Ende gewinnt das Haus mit den meisten Punkten den ersten Platz! Jedes Haus hat einen Kapitän und einen Vizekapitän. Wir sind klassenweise von Station zu Station gegangen.



Teamgeist entdecken
und sportliche
Herausforderungen
meistern am Sporttag

In jeder Klasse waren Schülerinnen und Schüler aus verschiedenen Häusern gemischt, was den Tag noch spannender gemacht hat.

Station 1: Wir spielten Volleyball in zwei Teams mit je drei Häusern. Mein Team hat gewonnen!

Station 2: Beim Völkerball traten je zwei Häuser gegeneinander an – auch hier war mein Team erfolgreich.

Station 3: Jedes Haus versuchte, ein Tor zu schießen. Leider lief es für uns nicht so gut, aber das war okay.

Station 4: Beim Korbwerfen ging es nur um den Spaß – ohne Punkte, aber mit viel Lachen.

Station 5: Wir mussten über fünf große, rutschige Bälle balancieren. Mein Haus war super!

Station 6: Fußball in riesigen, verrückten Schuhen – schwer, aber mein Haus schoss ein Tor!

Station 7: Ein spannender Hindernislauf zum Schluss. Auch hier schlug sich mein Team gut.



Am Ende belegte mein Team das Haus Edinburgh den 2. Platz – das war ein großer Erfolg, denn sonst sind wir oft Letzte. Ich habe gelernt: Es geht nicht nur ums Gewinnen, sondern um Spaß und Teamgeist.

*Yassin Mohamed Shouman
aus Kairo, 10 Jahre*

Ägypten – Reineke-Fuchs-Grundschule – Klasse 5c

Sun and Wind Help Egypt with Climate Protection

Egypt is a country with plenty of sun and wind. This is a good thing, because it allows Egypt to generate a lot of energy from nature. This helps the climate and protects the environment. A huge solar park has been built in the desert near Aswan, providing electricity for many people. There are also large wind turbines on the Red Sea coast that turn in the wind and generate electricity. The government aims for almost half of the electricity to come from such clean sources by 2030.

In Cairo, more and more buses are running on electricity instead of diesel. This is good for the air and the climate. New electric trains are also being built, which can transport many people quickly and in an environmentally friendly way. To ensure that people have enough water, Egypt is also building facilities that make seawater drinkable. This reduces the need for water from the Nile. Nevertheless, there is also criticism. New factories are still being built in Egypt, which emit a lot of CO₂.

In addition, many power plants still run on gas or oil. Therefore, climate protection remains a major challenge there.



Egypt has also developed a plan to better protect the climate. This includes more clean energy, greater environmental protection, and raising awareness about climate change. And in Alexandria, on the Mediterranean coast, protective walls are being built to better shield the city from rising sea levels.

Authors: Arnelio, Tzemine, Esma, Laila, Dzemille





Verrückter-Socken-Tag*

*Ich trug heut' zwei verrückte Socken –
mit bunten Streifen, wilden Flocken.*

*Nicht aus Versehen – das war Plan:
Ich zeig, dass jeder anders sein kann!*

*Ob groß, ob klein, ganz krumm, ganz rund –
wir sind verschieden – und das ist bunt.*



*Zieh an die Socken, sei dabei:
Kein Mensch soll hier ganz einsam sein..*

Klasse 5A aus Kairo

*Der „Verrückte-Socken-Tag“ (Odd Socks Day) findet immer am ersten Tag der Anti-Mobbing-Woche statt. An diesem Tag tragen wir bunte, ungleiche Socken, um zu zeigen: Jeder Mensch ist einzigartig – und das ist gut so! Gemeinsam setzen wir ein Zeichen gegen Mobbing und für mehr Respekt und Zusammenhalt.

Odd Socks Day*

Today I wore two crazy socks with
colorful stripes and wild flakes.

Not by accident - it was planned:
I'm showing that everyone can be different!

Whether big or small, crooked or round, we are all different -
and that's colorful.

Put on your socks, join us: No one should be alone here.

Class 5A from Cairo

*Odd Socks Day always takes place on the first
day of Anti-Bullying Week. On this day, we wear
colorful, mismatched socks to show: Every person
is unique, and that's a good thing! Together,
we take a stand against bullying
and for more respect and solidarity.

Good to be Green*



**FÜNFMAL IM JAHR IST ES SO WEIT,
WIR TRAGEN GRÜN – OH JUCHEI!**

**FREUNDLICH SEIN, DAS IST DAS ZIEL,
UNSERE LEHRER ERKLÄREN UNS VIEL.**



**WER GUT ZUHÖRT UND FREUNDLICH BLEIBT,
FLEISSIG ARBEITET UND RESPEKT STETS ZEIGT,**

**BEKOMMT EIN LOB, DAS FREUT UNS SEHR –
EIN ZERTIFIKAT GANZ GRÜN, WIR WOLLEN MEHR!**



**WER ES MAL NICHT SCHAFFT, IST DAS OKAY,
PROBIER ES WIEDER, BALD KLAPPT'S EH!**

**MIT MUT UND FREUDE, TAG FÜR TAG,
ZEIGT JEDER, WAS ER GUTES MAG.**



**GEMEINSAM SCHAFFEN WIR ES GANZ KLAR,
„GOOD TO BE GREEN“ – DAS IST WUNDERBAR!**

Klasse 5C aus Kairo

*Der „Good to be Green Day“ ist ein besonderer Tag in der Schule, an dem alle Schüler ein grünes T-Shirt oder einen grünen Pullover tragen. An diesem Tag geht es darum, dass wir uns gut benehmen, freundlich sind und uns an die Regeln halten. Wer das schafft, bekommt ein Zertifikat als Anerkennung. Dieser Tag findet fünfmal im Jahr statt, damit alle viele Chancen haben, sich gut zu zeigen und respektvoll miteinander umzugehen.

Good to be Green*

Five times a year it s that time, we wear green - oh hooray !

Being kind, that s the Goal, our teachers explain a lot to us.

Those who listen carefully and remain friendly,
work hard and always show respect

receive praise, which makes us very happy -
a completely green certificate, we want more!

If you don't manage it sometimes, that's OKAY,
try again, you'll get it soon enough!

With courage and joy, day after day,
everyone shows what they like.

Together we can definitely do good to be Green -
that s Wonderful!

Class 5C from Cairo

*"Good to be Green Day" is a special day at school when all students wear a green T-shirt or sweater. On this day, we focus on behaving well, being friendly, and following the rules. Those who succeed receive a certificate in recognition. This day takes place five times a year so that everyone has plenty of opportunities to present themselves well and treat each other with respect.

Adham Fady Ibrahim El Miniawy aus Kairo, 13 Jahre

GEDANKEN ZU FRIEDEN & GERECHTIGKEIT



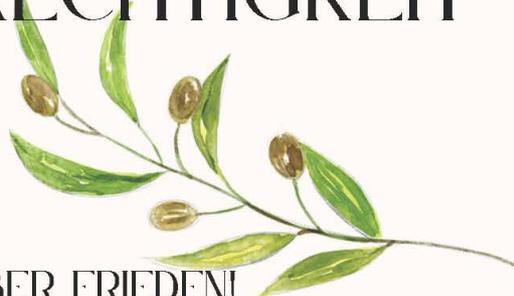
WAS IST FRIEDEN?

Frieden ist, wenn alle in Ruhe und ohne Streit leben.
Wenn Menschen freundlich zueinander sind und sich helfen.
Wenn alle Länder Freunde sind und niemand Angst haben muss.
Frieden heißt, dass wir uns lieben statt streiten.
Nur mit Liebe gibt es echten Frieden.



WAS IST GERECHTIGKEIT?

Gerechtigkeit heißt: Alle Menschen haben die gleichen Rechte – egal ob Mann oder Frau.
Frauen dürfen genauso arbeiten und entscheiden wie Männer.
Es ist unfair, wenn manche Menschen weniger Rechte haben.
Dann gibt es Streit und Probleme.
Darum ist Gerechtigkeit wichtig für alle.



LIEBER FRIEDEN!

Frieden, du bist still und weich,
machst die Herzen ruhig und leicht.

Du hilfst, wenn jemand traurig ist,
und zeigst, dass Liebe stärker ist.

Ich bin müde von Streit und Lärm,
mein Herz will Ruhe, warm und fern.

Komm zu mir, sei nah bei mir –
Frieden, ich öffne mein Herz zu dir.



SCHLUSSWORT

Wir sollen zusammen überlegen, wie wir Frieden & Gerechtigkeit aufbauen.

- Wir sollen gute Gesetze haben und diese beachten, damit alle ihre Rechte bekommen.
- Wir sollen anderen verzeihen, wenn sie einen Fehler machen.

Nur so können wir in Frieden und mit Liebe leben.

Authors: Adham Fady Ibrahim El Miniawy from Cairo, 13 years old

THOUGHTS ON PEACE & JUSTICE

WHAT IS PEACE?

Peace is when everyone lives in peace and without conflict.
When people are kind to one another and help each other.
When all countries are friends and no one has to be afraid.
Peace means that we love each other instead of fighting.
Only with love is there true peace.

WHAT IS JUSTICE?

Justice means: All people have the same rights,
regardless of whether they are men or women.
Women are allowed to work and make decisions just like men.
It is unfair when some people have fewer rights.
Then there are conflicts and problems.
That's why justice is important for everyone.

DEAR PEACE!

Peace, you are still and gentle, making hearts calm and light.
You help when someone is sad, and show that love is stronger.
I am tired of strife and noise; my heart longs for peace, warm and distant.
Come to me, be near me – Peace, I open my heart to you.

CLOSING WORDS

We should consider together how to build peace and justice.
- We should have good laws and obey them so that everyone has their rights.
- We should forgive others when they make a mistake.
Only in this way can we live in peace and with love.

Ohne Grenzen*



Wir trafen uns – ganz weit entfernt,
doch haben wir viel voneinander gelernt.

Mit Bild und Ton, mit Herz und Ohr
kam Radijojo zu uns hervor.



Wir sprachen über unser Leben,
was wir mögen, was wir geben.
Was isst du gern? Was spielst du so?
Wie feiert ihr denn irgendwo?



Die Welt ist groß – doch wir sind nah,
durch jedes Lächeln wird sie klar.
Wir hören zu, wir fragen viel,
und merken: Freundschaft ist das Ziel.

Wir sprachen über Klima, Frieden,
über Träume, die wir lieben.
Die SDGs – das große Ziel:
sie geben der Welt sehr viel.



So lernen wir: Gemeinsam geht's,
wenn jeder Mensch den andern versteht.
Kein „du und ich“, nur „wir zusammen“ –
dann wird die Welt ein großes Flammen.

*Im Oktober 2019 kam das Team von Radijojo zu uns nach Kairo. Sie machten mit uns einen tollen Workshop im Projekt „Ohne Grenzen“ vom Goethe-Institut. Wir sprachen über unser Leben, unsere Hobbys und über wichtige Themen wie Frieden, Umwelt und Freundschaft. Zusammen mit Radijojo machten wir Audios und Texte. Seitdem arbeiten wir jedes Jahr mit Radijojo zusammen – online mit Klassen aus Deutschland. Wir lernen immer viel voneinander.

Klasse 8A aus Kairo

Without Borders*

We met – far apart, yet we learned so much from each other.
Radijojo came to us with images and sound, with heart and ear.

We talked about our lives, what we like, what we give.
What do you like to eat? What games do you play?
How do you celebrate where you live?

World Children's Media Network

The world is vast – but we are close; every smile makes it clear.
We listen, we ask many questions, and realize: friendship is the goal.

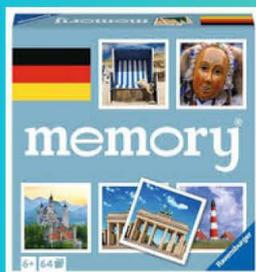
We talked about climate, peace, and the dreams we cherish.
The SDGs– the ultimate goal: they give so much to the world.

This is how we learn: Together we can make it work,
when everyone understands each other.
Not "you and me," but "us together" – then the world will be ablaze.

Class 8A from Cairo

*In October 2019, the Radijojo team visited us in Cairo. They conducted a fantastic workshop with us as part of the Goethe-Institut's "Without Borders" project. We talked about our lives, our hobbies, and important topics like peace, the environment, and friendship. Together with Radijojo, we created audio and written pieces. Since then, we've collaborated with Radijojo every year– online with classes from Germany. We always learn a lot from each other.

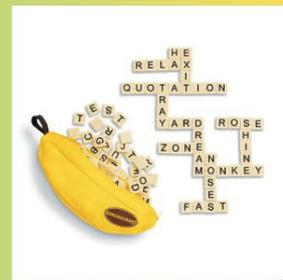
Cairo – EBIS – Egypt British International School



Spieleclub*

Im Spieleclub wird viel gespielt,
mit Memory, das Paar erzielt.

Bananagrams, Wörter bauen,
und auf das Wortspiel schauen.



Unser Spiel heißt „ÄGY GOe“,
mit Farben, Themen – so juchhe!

Abenteuer, Essen, Kunst, Natur,
wir reisen durch die Länder-Tour.

Mit Würfeln zieht man Schritt für Schritt,
besucht die Orte, findet mit
Geschick die Karten fein –
wer alle hat, wird Sieger sein!



Mit Bau den Satz auch Grammatik lernen,
eine Stunde Deutsch mit drei Sternen!

*Der Spieleclub ist ein Ort, an dem wir spielerisch Deutsch lernen. Wir spielen Memory mit Bildern aus Deutschland, Bananagrams und Bau den Satz, um Wörter und Grammatik zu üben. Besonders spannend ist unser selbst entwickeltes Spiel „ÄGY GOe“, bei dem wir durch verschiedene Themen auf dem Spielbrett reisen und dabei Deutsch und Landeskunde entdecken. Spaß und Lernen gehören hier zusammen!

Klasse 8A aus Kairo

Games Club*

In Games Club, we play lots of games, including Memory, matching pairs.

Bananagrams, word building, and word games.

Our game is called "ÄGY GOe," with colors and themes – hooray!

Adventure, food, art, nature – we travel through the countries on tour.

Using dice, we move step by step, visit the places,
and skillfully find the matching cards – whoever collects them all wins!

Learn grammar with "Build Sentence" – a three-star German lesson!

Class 8A from Cairo

*Games Club is a place where we learn German through play.
We play Memory with pictures from Germany, Bananagrams,
and "Build Sentence" to practice vocabulary and grammar.
Our self-developed game "ÄGY GOe" is especially exciting,
where we travel through different themes on the game board and
discover German and culture. Fun and learning go hand in hand here!

Cairo – EBIS – Egypt British International School



Leseclub*

**Im Leseclub, da sind wir gern,
wir lesen laut – von nah und fern.**

**Geschichten kurz, mit Landeskunde,
auf A1, A2 – die Level-Runde.**

**Wir üben Sprechen, Satz für Satz,
mit klarer Stimme, Takt und Platz.**

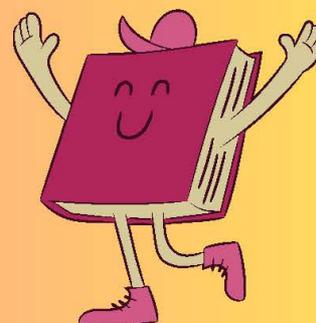
**Wir achten auf Betonung sehr,
dann wird das Lesen nicht so schwer.**

**Wir lachen oft und lernen viel,
denn Lesen ist ein tolles Ziel!**

**Und wer besonders gut das kann,
tritt beim Wettbewerb dann an.**

**Zum Goethe-Institut geht's dann rüber,
für den besten Lesecclub-Schüler.**

**Doch ganz egal, ob Preis oder nicht –
Lesefreude strahlt in unser Gesicht!**



*Im Lesecclub treffen wir uns einmal pro Woche, um gemeinsam Geschichten auf A1- und A2-Niveau zu lesen.

Wir üben lautes Lesen, Aussprache und Betonung – mit Spaß und Teamgeist! Viele Texte enthalten auch spannende Infos über das Leben in Deutschland. Die besten Leserinnen und Leser dürfen am Lesewettbewerb des Goethe-Instituts teilnehmen.

Klasse 7A aus Kairo

Reading Club*

We love being in the Reading Club,
where we read aloud – from near and far.

Short stories, with cultural insights.
We practice A1 and A2 levels.

We practice speaking, sentence by sentence,
with a clear voice, rhythm, and proper spacing.

We pay close attention to intonation,
which makes reading easier.

We laugh often and learn a lot,
because reading is a wonderful goal.

And those who are especially good at it
then compete in the competition.

The best Reading Club student then
goes to the Goethe-Institut.

But regardless of whether they win a prize or not,
the joy of reading shines on our faces!

We practice speaking, sentence by sentence,
with clear voices, rhythms, and space.

Class 7A from Cairo

*In our reading club, we meet once a week to read stories together at the A1 and A2 levels.
We practice reading aloud, pronunciation, and intonation– with fun and team spirit!
Many texts also contain exciting information about life in Germany.
The best readers get to participate in the Goethe-Institut’s reading competition.

We are class 3e of the Louise-Schroeder-School, and in our first issue of our school newspaper, we report on two exciting topics: **children's rights** and **Morocco**. What do children need to thrive, and what rights do they actually have? You can also read an interview with **May Evers** from **Plan International**, who explains why children's rights are so important and how Plan International helps children.

Children's rights – Louise-Schroeder-School – Class 3e

Why do children's rights exist?

In this report, we'll tell you about the origins of children's rights.

In the past, children often didn't have their own rights. Many had to work, weren't allowed to go to school, or weren't adequately protected. After World War II, the United Nations declared that children needed special rights.

In 1989, the UN Convention on the Rights of the Child was adopted. It contains 54 children's rights. Over 190 countries have signed this treaty and pledged to protect children's rights. The USA, however, has not signed the treaty.

Children need many things to grow up well. They need food and drink, a family, education and schooling, a doctor when they are sick, and, of course, rights to protect them. We find some rights particularly important. The right to education is important because it's unfair when children aren't allowed to go to school. The right to peace is important because children shouldn't suffer in war.

And the right to play and leisure is important because life should also be fun.



The most important children's rights for us include:

1. The right to equality
2. The right to health
3. The right to education
4. The right to protection from violence
5. The right to family and care
6. The right to freedom of expression
7. The right to play and leisure
8. The right to participation
9. The right to protection from poverty
10. The right to an identity
11. The right to protection in war and during displacement

Authors: Piet, Mina, Liam, Willi

Children's rights – Louise-Schroeder-School – Class 3e

Education is a right – for girls and boys

We took a closer look at two children's rights: the right to education and the right to freedom of expression and participation.

First, we'd like to tell you about the right to education.

The right to education means that every child has the right to go to school, regardless of gender, background, or disability. All children should have the same opportunities.

Those who can go to school have better chances for a good future. Children learn to read, write, and do arithmetic, and gain more knowledge. This gives them better career prospects later on.



In some countries, girls are married off very young. Then they have to take care of their families and can no longer go to school. In many families, girls stay at home and look after their younger siblings. They have to cook and clean, and therefore there is no time left for school. Often there is also a lack of money for notebooks, clothes, or school fees.

For all girls to be able to go to school, something has to change. People can demonstrate and advocate for children's rights. You can also sponsor a child, for example through Plan International. Countries need to implement children's rights more effectively.

Parents need jobs so they can support their children. Safe routes to school, more school buses, and more support for families are also essential.



We believe that every child has the right to learn and to shape their own future.

Why school is important

At school we learn to read, write, and do arithmetic.

School helps us find a job later on. We learn to think independently and solve problems.

At school we meet friends and learn to work together.

Education gives us opportunities for a good future.



Authors: Jonas, Ada, Eda, Mia

Children's rights – Louise-Schroeder-School – Class 3e

„Children's rights concern us all!“ – Interview with May Evers from Plan International

What exactly are children's rights, and who ensures they are respected? We spoke with May Evers from Plan International. She explains how projects help children, why children should have a say, and which rights are particularly important.

Who are you, and what do you do?

May Evers: My name is May, and I work for Plan International. It's a children's rights organization. We support children and families in many countries where poverty is widespread, so they can improve their lives.

What does Plan International do?

May Evers: We help, for example, by building schools, supporting teachers, and helping families become more self-sufficient, for instance, through growing vegetables or grain. It's also important to us that children have a say in what's needed.

Why is it important that children have a voice?

May Evers: Children often see things differently than adults and have their own ideas and wishes.

What is your job at Plan International?

May Evers: I'm responsible for internal communications, which means ensuring teams work well together and that information gets through. And I pay particular attention to child protection.

What does "child protection" mean at events?

May Evers: For example, we plan events so they don't end too late, so children don't have to walk home alone in the dark. Safety is very important to us.

What do you wish for the future of all children?

May Evers: I wish that every child had the chance to shape their life the way they want: to grow up healthy, go to school, have equal rights, and have their opinion count. And I wish for: no violence and no injustice.

What is your job at Plan International?

May Evers: I'm responsible for internal communications, so making sure that teams work well together and that information gets through. And I pay particular attention to the protection of children.

Who actually ensures that children's rights are respected?

May Evers: The UN (United Nations) has rules for this. Every country has to report every five years on how it implements children's rights in its own country.



Which children's right do you personally find most important?

May Evers: I think all children's rights are important. I'm particularly passionate about the right to participation, meaning that children are taken seriously and listened to.

Children's rights – Louise-Schroeder-School – Class 3e

You also had a question for us. What did you want to know?

May Evers: I'm interested in what you do at Radiojojo.

Class 3e: We produce a school newspaper and a radio show. Our topics are Morocco and children's rights.

May Evers: Which children's rights are most important to the children?

Class 3e: We think the right to protection from war and violence, the right to health, the right to privacy, and the right to freedom of expression are important.

May Evers: These are all important rights – and it's really great that you're learning about them!



Many thanks to May Evers for the great interview! We learned a lot about children's rights and the work of Plan International, and now we know: Children should be safe, healthy, and have a say. We in class 3e think: Children's rights are incredibly important – for all children in the world!

Our opinion counts! – Children have a voice

The right to an opinion and to have a say means that all children are allowed to say what they think and feel. Children have a say when it comes to their own lives. Their opinion is important and should be taken seriously.

Children are allowed to express their opinions everywhere. A child's opinion is just as valuable as an adult's. Children have good ideas and often know exactly what they need.

Children should have a say, especially at home, at school, and in daycare. They spend a lot of time there, so it's important that they are heard.

Where have we had a say before?

Many of us have already had a say. For example, we get to say what we want to eat or which game we want to play. We get to decide what we spend our money on and what we want to wear. This shows that our opinion matters.

We believe that when children are allowed to have their say, they feel valued and empowered.

The right to freedom of expression

This means: You are allowed to say what you think and feel. Your opinion matters.

Where? At home, at school, at daycare – everywhere.

Important: Remain respectful: Don't insult or hurt anyone.

Remember: I am allowed to express my opinion – and so are others.

Authors: Tugba, Benno, Anhelina, Elina

Morocco – Louise-Schroeder-School – Class 3e

**Our Partner country:
Morocco**

Morocco is located in northwest Africa. Its neighboring countries are Algeria and Mauritania. The Spanish cities of Ceuta and Melilla are also located on its coast.

Morocco has a population of approximately 37 million. Germany has a population of about 84 million. This means that Germany has more than twice the population of Morocco.

Morocco covers an area of approximately 458,730 square kilometers. Arabic and Tamazight (the Berber language) are the main languages spoken in Morocco. Many people also speak French.



The main religion in Morocco is Islam. However, Christians and Jews also live there. The capital of Morocco is Rabat. Other major cities include Casablanca and Marrakech.

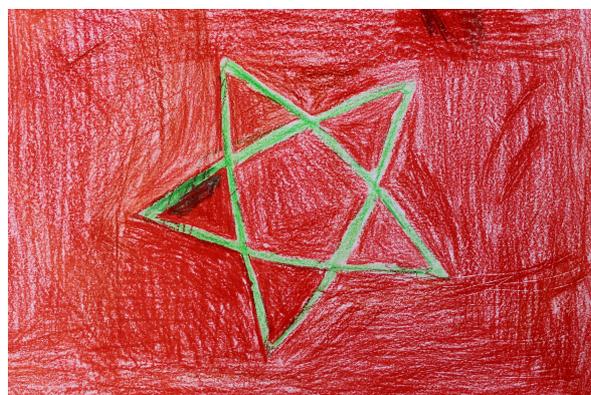
The currency in Morocco is the Dirham. Roughly speaking, 1 Euro ≈ 10 Dirhams. This means that 10 Euros are approximately 100 Dirhams.

Morocco is home to many animals that are mostly only found in zoos in Germany, or not at all. These include, for example, African wildcats, dama gazelles, camels, striped hyenas, golden jackals, Barbary macaques, desert falcons, desert monitors, elephant shrews, Ethiopian hedgehogs, scorpions, and various snakes. White storks, alpine choughs, Barbary sheep, genets, sheep, and cattle also live there.

The landscape in Morocco is very diverse. There are high mountains like the Atlas Mountains and large deserts like the Sahara. These different landscapes provide a habitat for many animals. Morocco is a kingdom. The king is Mohammed VI. A special plant in Morocco is the Argan tree.

These trees are found almost exclusively in Morocco. Argan oil is produced from their fruit. Many people use it for cooking, but also for cosmetics, for example, for skin and hair.

The flag of Morocco is red. In the center is a green star.



Many different fruits grow in Morocco. These include olives, dates, figs, almonds, walnuts, bananas, and peaches. Popular dishes are couscous, Tagine, and Harira. Tagine is a stew of meat, vegetables, and spices. Harira is a soup with lentils and chickpeas. Many people enjoy drinking sweet mint tea with their meals.



Authors: Henner, Lotti, Kaja, Elias, Tilda

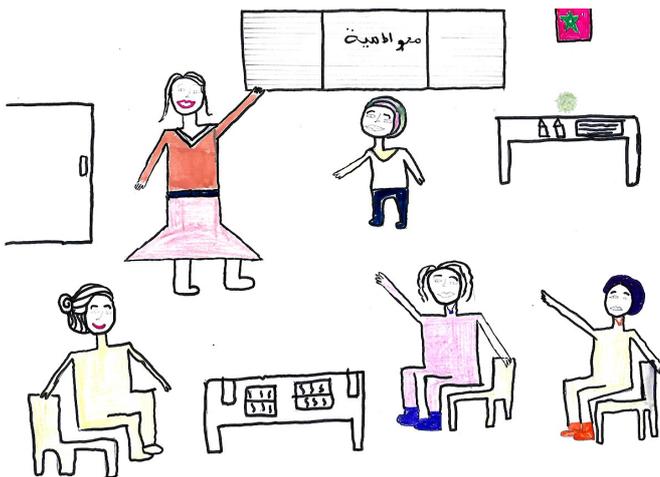
Morocco – Assadara Plus School

Girls belong in school!

Every child has rights. For example, the right to education, to leisure time, and to express their opinion. These rights apply to all children in the world.

But unfortunately, not all children can exercise these rights. In some villages, some girls have to work instead of going to school. Some work as domestic help for other families.

Often, parents don't know how important school is for girls. Sometimes there isn't enough money for notebooks, pens, or school uniforms. That's why some families send their daughters to work.



But girls have dreams. They want to learn, play, and have a career later on. If they have to work, they don't have time for that. Some even experience harsh or unfair treatment.

We believe: Girls belong in school, not at work. Parents and everyone should know how important education is. Families in rural areas need support so their children can learn.

Every girl has the right to education!

Authors: Aisha, Hiba, Salma, Khadija

Every child needs a home!

When we walk through the city, we sometimes see children who don't have a home. They are called street children or homeless children. This is a big problem.

There are various reasons why children live on the street. Often, families are very poor. Some parents don't have money for food or housing. In some families, there are major problems or arguments. Some children grow up in foster homes and later have to leave without a new home.

Living on the street is very dangerous. These children don't have a safe place to sleep. They are exposed to dangers such as violence, crime, or drugs. Instead of going to school or being with their families, they have to fight for survival every day.



It's not easy to completely solve this problem. But there is help. For example, shelters are being built for homeless children, and poor families receive support. This is important so that children don't have to live on the street.

We believe: Every child needs a home, protection, and the opportunity to go to school. No child should be alone on the street.

Authors: Huda, Maria, Yasmina, Fadwa, Fatiha, Elias

Our Rights, Our World!

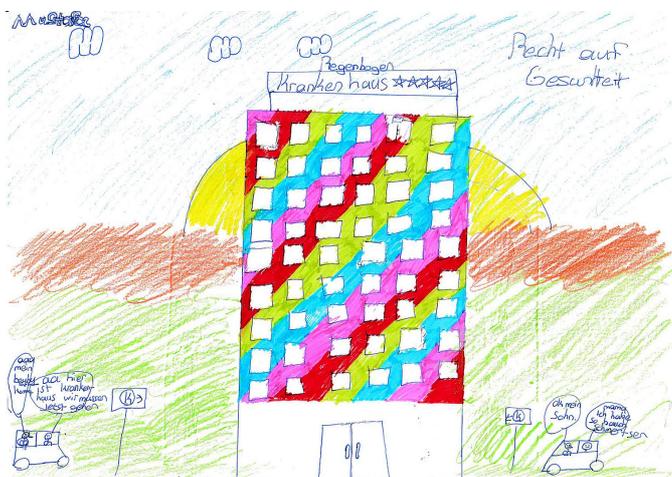
We are the welcome class, and in our first issue we talk about children’s rights and the lives of children in Namibia. We show what children need to live and learn well, for example school, health, protection, and the right to have a say. You will also learn interesting facts about Namibia.

Children’s rights – Ludwig-Hoffmann-Primary-School – Welcome class

Children’s Rights – So children can live well

In the past, many children were not treated well. They had to work, could not go to school, or were not protected. That is why children’s rights were created, so children all over the world can live safely and fairly.

Children’s rights were agreed on 20 November 1989 by the United Nations. There are 54 children’s rights, and they apply to all children.



We find some children’s rights particularly important. The right to education is important because all children should and have the right to go to school. The right to health is important because every child needs a doctor when they are sick. The right to play and leisure is important because children need time to play and rest.

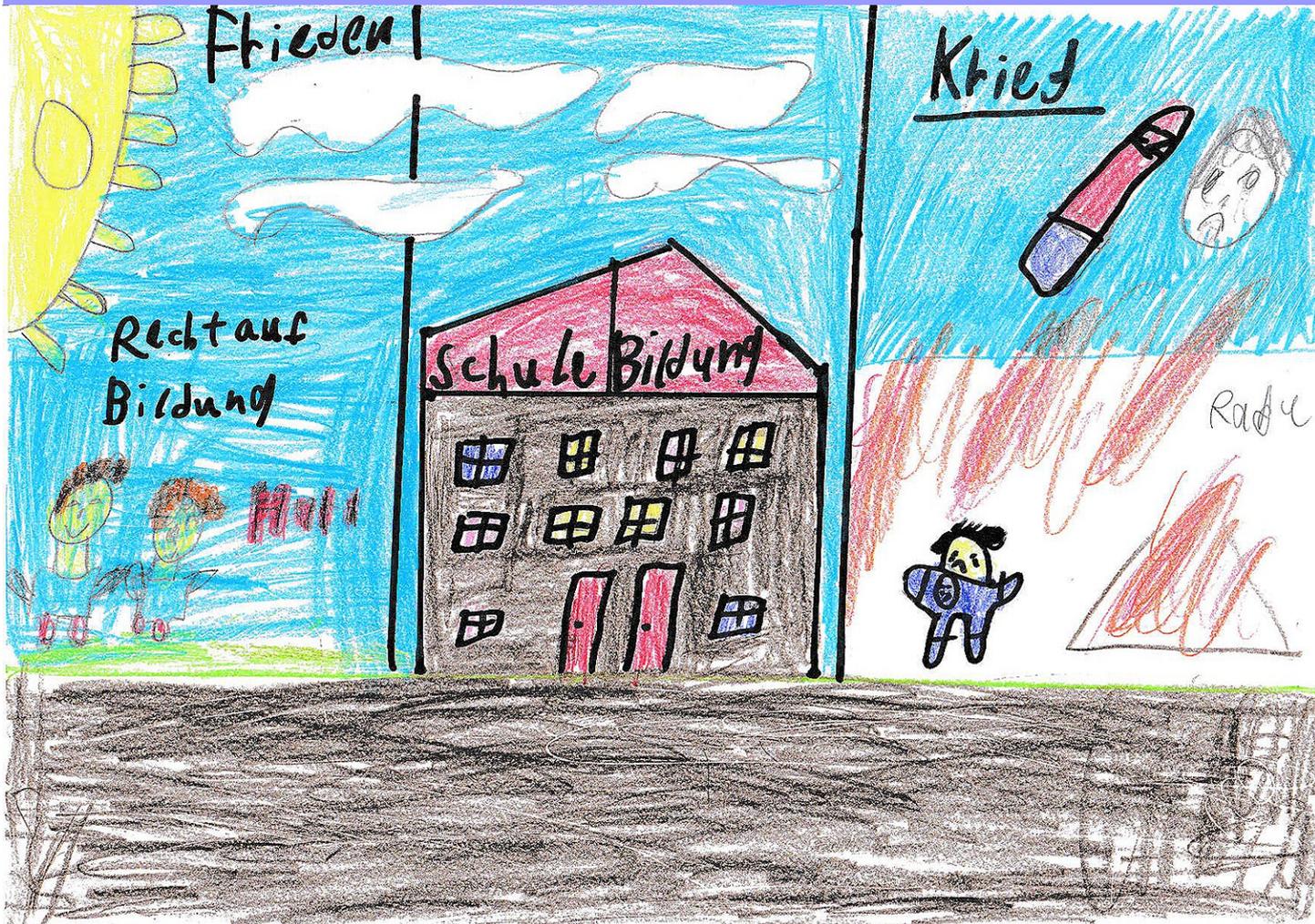
The most important children's rights:

1. The right to life and health
2. The right to education
3. The right to protection from violence
4. The right to play and leisure
5. The right to family and love
6. The right to freedom of expression
7. The right to equality
8. The right to peace
9. The right to participation

We believe: children’s rights help children grow up healthy, safe, and happy.

Authors: Amyra, Mustafa, Armin

Children's rights – Ludwig-Hoffmann-Primary-School – Welcome class



The Right to Education

The right to education means that all children can go to school. There we learn to read, write, and count. School helps us discover new things and prepare for our future.

In Namibia, school is compulsory and free. That means all children should go to school.

But some children in Namibia still cannot go to school. Many live in the countryside and have long distances to travel. School materials, clothes, or shoes are often too expensive. Some children must work, for example in shops or factories. Others collect waste or beg to support their families. So sometimes there is no time for school.

We think: every child has the right to learn. All children should have the chance to go to school and follow their dreams.

Authors: Amyra, Mustafa, Armin

The Right to Education – short version

All children can learn – no matter where they live

School means learning to read, write, and count

In many countries, like Namibia, school is free

Some children have long ways to school or no money for materials

Education helps children build their future

Children's rights – Ludwig-Hoffmann-Primary-School – Welcome class

What do children need for a good life?

Hello, I am Amin. I asked my classmates: What do children need for a good life?

Radu says: Children need a doctor when they are sick. They need parents, time to play, and a safe place. Children should not have to work. They need food, clothes, respect, and education.

Amira says: Children need their parents and enough food. They need water, play, a family, and lots of love. They also need a home and a school to learn.

Get Involved: Here's How You Can Support Children's Rights

- Be kind and fair to other children.
- Help if someone is being excluded or bullied.
- Speak up if something is unfair.
- Listen to others and respect their ideas.
- Advocate for all children to be able to play and learn together.

Children's rights start with you and me!



I think: children also need good clothes. All children should be treated equally. They need parents, a home, a school, and free time. Peace and safety are also important so children can grow up happy.



We agree: Children need love, protection, education and opportunities for the future.

Authors: Radu, Armin, Amyra

Namibia – Ludwig-Hoffmann-Primary-School – Willkommensklasse

Our partner country:

Namibia

Namibia is located in southern Africa. The country is almost as large as Germany and Poland combined. Approximately 2.6 million people live in Namibia.

The capital city is Windhoek, with a population of about 460,000. Other well-known cities include Walvis Bay and Swakopmund.

Namibia's neighboring countries are Angola, Zambia, Botswana, and South Africa. To the west lies the Atlantic Ocean.

Many languages are spoken in Namibia. The most important language is English. Many people also speak Afrikaans, German, and Oshiwambo. The currency in Namibia is the Namibian dollar.

The flag has the colors blue, green, red, white and yellow. Blue represents the sky and the sea. Green represents nature. Red represents people. White represents peace. The yellow sun represents life.

Landscape and Nature

Namibia has deserts, mountains, and vast plains. The Namib Desert is particularly famous. It is very old and often very hot. In the north lies Etosha National Park, home to many wild animals.

Animals in Namibia

Namibia is home to many wild animals, such as elephants, zebras, leopards, lions, flamingos, vultures, and crocodiles. Antelopes, springboks, ostriches, and desert snakes also live there.

Food in Namibia

Many people enjoy eating maize porridge with vegetables, meat, or beans. Sometimes fried caterpillars are also eaten. There is plenty of fruit such as melons, oranges, and bananas, as well as vegetables like pumpkins, potatoes, and tomatoes. Some people also like Black Forest cherry cake.

Namibia at a Glance

1. **Continent:** Africa
2. **Population:** approx. 2.6 million people
3. **Capital:** Windhoek
4. **Size:** almost as large as Germany and Poland combined
5. **Languages:** English, Afrikaans, German, Oshiwambo
6. **Currency:** Namibian Dollar
7. **Landscape:** Deserts, mountains, and vast plains
8. **Animals:** Elephants, zebras, lions, leopards, and many more
9. **Special Feature:** The San people have lived there for a very long time



Special fact

In Namibia, people from the San ethnic group still live today. They were the first people in this country. Scientists say they are among the oldest peoples on Earth.

Authors: Mikurab, Hoang, Radu

Namibia – Ludwig-Hoffmann-Primary-School – Willkommensklasse

Our video call with Windhoek

What is a typical school day like in Berlin, and what is it like at **Holy Cross Convent Primary School** in Windhoek? In our video conference, we talked about school hours, breaks, food, holidays, the weather, and favorite games.

What time does your school start?

Welcome class: Our school day starts at 7:50.

Partner class: Our school starts shortly after 7 a.m.



When does school end?

Welcome class: Usually at 2 p.m., sometimes at 3 p.m. -

Partner class: Our school ends early Afternoon, around 1 p.m.

How many breaks do you have during the school day?

Welcome Class: We have two breaks.

Partner Class: We also have two breaks.

What subjects do you have?

Welcome Class: We have German, math, English, PE, art, and music, for example. Sometimes we also have additional support/tutoring.

Partner Class: We also have German and other languages, math and English, as well as art, music, PE, religion, and computer/technology.

Is there food at school?

Welcome Class: Yes, there is food at school.

Partner class: Many bring food from home, and there's also a kiosk.

Do you have a cafeteria?

Welcome class: Yes. We often get a card and can use it to get food, like soup or pasta.

Partner class: In our class, many eat food they've brought from home or buy something at the kiosk.

What time do you go to bed?

Welcome class: Some go to bed around 10 p.m., but many go earlier.

Partner class: Some of our students go to bed as early as 10 p.m.



What season is it where you are, and what's the weather like?

Partner class: It's summer where we are. The seasons aren't always so clear; often, you mainly notice summer and winter.

How cold does it get where you are in winter? Do you have snow?

Partner class: It can get down to -10 degrees Celsius, but it's usually more like -2 to -4 degrees. We hardly ever get snow.

How hot does it get in summer?

Partner class: In the capital, it's often around 35 degrees Celsius. In the desert, it can even get up to 45 degrees.

What time is it where you are right now?

Welcome class: It was 11:40 a.m. where we were.

Partner class: It's 10:40 a.m. where we were, so there's a one-hour difference.

**Namibia – Ludwig-Hoffmann-Primary-School –
Willkommensklasse**

Do you have something like “class duties” or a “class council”?

Welcome class: Yes, we have class duties (e.g., wiping the board, tidying up) and a class council if there are problems or ideas.

Partner class: We have older students (e.g., from grade 7) who help out as substitutes. The younger students can share their ideas with them, and then they discuss them.



Many thanks to the students of **Holy Cross Convent Primary School** in Windhoek for the wonderful video conference! It was fascinating to hear what your schools have in common and what’s completely different. We’re already looking forward to the next meeting and send warm greetings from Berlin!

What do you do after school and what games do you like?

Welcome class: Many play soccer after school or are at home on their phones playing Roblox.

Partner class: Games like Roblox and Minecraft are also popular here.

We are class 4b of the primary school at Insulaner and in the first edition of the *Insulaner News*, we look beyond our own world. We learn about the United Nations' Sustainable Development Goals, children's rights, and the country Morocco. We also created our own city map and show what our dream city would look like if it were sustainable and friendly for children. In addition, we report about Morocco and the Noor solar power plant, which produces electricity from sunlight.

SDGs – Primary School at the Insulaner – Class 4b

Our city of the future – sustainable and child-friendly

We learned about the United Nations Sustainable Development Goals. Here we tell you about Goal 11: Sustainable Cities and Communities. We thought about what a city should look like where everyone feels happy and comfortable. For this goal, we also created a city map with our own ideas.



This is our dream city: Insulaner City.

In our city, everyone should be able to live well. This includes clean air and fewer cars. There should also be more nature in the city. Important places should be safe and planned together. Sustainable cities are also connected to children's rights.

Clean air means the right to health. More schools mean the right to education. More playgrounds stand for the right to play and free time. More homes mean

the right to have a place to live. Safe streets are important for the right to protection. Participation means that children can say how their city should look.



In our city, it is important to us that everyone can live well. We would produce less waste and save electricity. Electricity would come from wind power. We would also make sure that air, water, and the ground stay clean. There should be more parks, more playgrounds, and more green spaces. We would also build more schools so that all children can learn well.



We are class 4b.

Children's rights – Primary School at the Insulaner – Class 4b

Children's Rights – Why they are important

Children's rights exist because children were often treated badly in the past. Many children had to work even when they were very young. There were no rules to protect them from violence. Some children did not have enough food or water. Because of this, children's rights were created so that children all over the world can grow up safely.

Children's rights were adopted by the United Nations on November 20, 1989. Today this day is called [the International Day of Children's Rights](#). There are 54 children's rights, and they apply to all children in the world.

Some rights we think are very important, The right to education. every child can go to school. The right to play and rest, children need time to relax and play. The right to protection, children should not live in fear. The right to privacy, sometimes we need quiet time and space.



WHAT RIGHTS DO CHILDREN HAVE?

IMPORTANT CHILDREN'S RIGHTS INCLUDE:

- RIGHT TO EDUCATION
- RIGHT TO PROTECTION FROM VIOLENCE
- RIGHT TO PARTICIPATION
- RIGHT TO HEALTH
- RIGHT TO PLAY AND FREE TIME
- RIGHT TO A HOME
- RIGHT TO EQUALITY
- PROTECTION DURING WAR AND FLIGHT

THESE RIGHTS APPLY TO ALL CHILDREN EVERYWHERE.

Playing is a child's right!

Did you know that playing is a child's right? The Convention on the Rights of the Child states that children have the right to play, leisure, and recreation. This means not only school and responsibilities, but also time to play, relax, and have fun. I think this is important because you learn so much while playing: teamwork, rules, new ideas, and you can relieve stress. Leisure time is also for giving your mind a break. Unfortunately, not all children have good opportunities to play.

Some don't have a safe playground, have to help out a lot, or hardly have any free time. This is unfair because every child should be allowed to play. That's why I think we need more safe places to play, and adults should understand that playing isn't "nonsense," but essential for children.

Morocco – Primary School at the Insulaner – Class 4b

Our partner country:

Morocco

Morocco is in Northwest Africa. The country is 446,550 square kilometers large and has about 37 million people. The capital city is Rabat, with about 600,000 people. Other big cities are: Casablanca, Fès, Tangier, Marrakech.

Morocco's neighbors are Algeria and Mauritania. Morocco also has a long coast on the Atlantic Ocean and borders the Mediterranean Sea in the north. People in Morocco mainly speak: Arabic, Tamazight, Many people also speak French, especially at school and at work. The currency is the dirham.

The flag of Morocco is red with a green star.



Most people in Morocco are Muslim, but there are also other religions. The country has many cultures and traditions.

Nature in Morocco, The landscape is very different. There are deserts, mountains, and coasts. Part of the Sahara Desert is in Morocco. There is also the Atlas Mountains, which are over 4,000 meters high. Many animals live in Morocco, for example: camels and dromedaries, Barbary macaques, desert foxes, goats, eagles and falcons, gazelles, jackals, snakes such as cobras.

Food in Morocco, People in Morocco like to eat: cous-cous, dates, melons, oranges, pomegranates, figs, They also eat many vegetables like: tomatoes, zucchini, eggplants, chickpeas.

Animals in Morocco and in Germany

In Morocco, there are camels and dromedaries, while in Germany there are cows and horses.

In Morocco, desert foxes live, while in Germany people know the red fox.

Gazelles live in Morocco, while in Germany there are deer and stags.

In Morocco, there are eagles and falcons, and in Germany, for example, buzzards and owls.

Snakes like cobras live in Morocco, while in Germany there are harmless grass snakes.

Did You Know?

- Morocco is in Africa and has sea, mountains, and desert.
- The Atlas Mountains are over 4,000 meters high.
- Many people speak Arabic, Tamazight, and French.
- Mint tea is very popular and often offered to guests.
- Morocco is a kingdom.

Morocco is a kingdom. The king's name is Mohammed VI. In every major city, the king has his own palace. That's something special about Morocco.

Morocco – Primary School at the Insulaner – Class 4b

The Noor Solar Power Plant

The Noor Solar Power Plant is near the city of Ouarzazate in Morocco. The word "Noor" means "light." The power plant produces electricity from sunlight. It is one of the largest solar power plants in the world.



The power plant generates electricity using numerous mirrors and solar panels. These capture sunlight and convert it into energy. Unlike coal- or oil-fired power plants, this process produces no emissions or smoke.

The electricity from the Noor solar power plant is beneficial for the environment, for plants, animals, and people. It produces significantly less CO₂, thus helping to protect the climate. Clean electricity also contributes to cleaner air, especially in cities.



Morocco aims to build even more solar, wind, and hydropower plants by 2030. The country is making particularly good use of its abundant sunshine hours, thereby better protecting the environment and ensuring a sufficient supply of clean energy for the future.



SDGs

Noor and the Sustainable Development Goals

The Noor solar power plant aligns well with the United Nations' Sustainable Development Goals.

It particularly contributes to:

Goal 7: Affordable and Clean Energy

Noor generates electricity from sunlight. This is renewable and inexhaustible.

Goal 11: Sustainable Cities and Communities

Clean electricity ensures cleaner air and healthier living in cities.

Goal 13: Climate Action

Solar power reduces CO₂ emissions. This helps to slow climate change.

What You Can Do for the Environment You can help too!

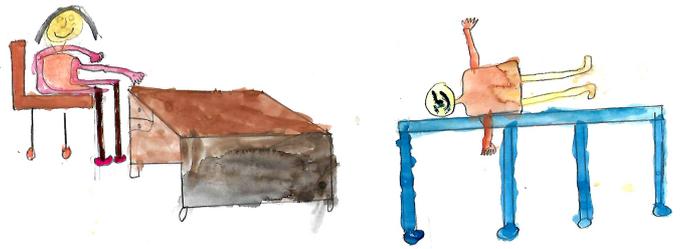
1. Turn off the light when you leave a room.
2. Turn off devices completely (not standby).
3. Walk or ride a bike for short distances.
4. Separate trash and repair things instead of throwing them away.
5. Talk with others about why clean energy is important.
- 6-. Even small actions help protect our planet!

Morocco– Anglo School

Girls and Women in Morocco: Past, present and tomorrow

In the past, it was often like this: Many women primarily cared for the children and the household. Many weren't allowed to decide for themselves how they wanted to live. Some girls weren't allowed to go to school or later learn a trade. Working was also forbidden for many women or very difficult.

Today, much has changed. Many girls go to school, complete vocational training, and work in various professions. They have more autonomy and more rights than before. Furthermore, they can participate and have a say in their town or village.



Nevertheless, problems remain. In some rural areas, it is still difficult for girls to attend school. Furthermore, some girls are married off too young. We hope that this will continue to improve so that all girls can have an education and truly receive their rights.

Authors: Sakina, Zahra, Zainab, Hatem (Anglo School Marrakech)

Let's protect our trees!

The environment is everything around us: air, water, soil, and forests. Unfortunately, the environment also has problems. Sometimes the air is polluted because factories and cars emit exhaust fumes. And often there's trash on the streets or in nature. This not only looks unsightly but also harms plants and animals.

We notice that trees are being cut down in our area. Some people need wood for cooking, heating, or building. But many forget how important trees are to us. Trees produce oxygen, which we need to breathe. They absorb carbon dioxide (CO₂) from the air and thus help protect the climate. Their roots hold the soil in place so it isn't washed away by rain. And it's often cooler under trees because they provide shade.

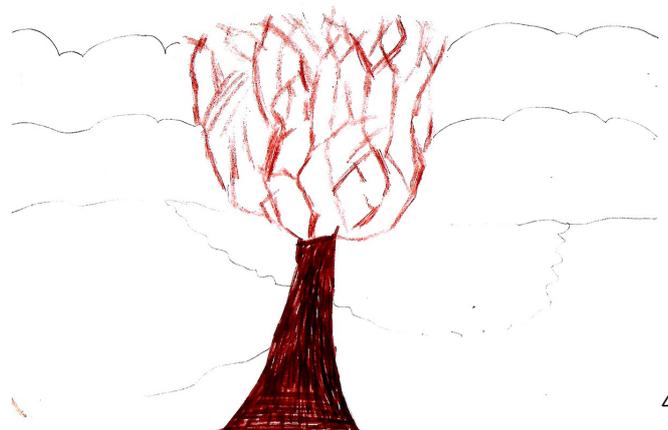
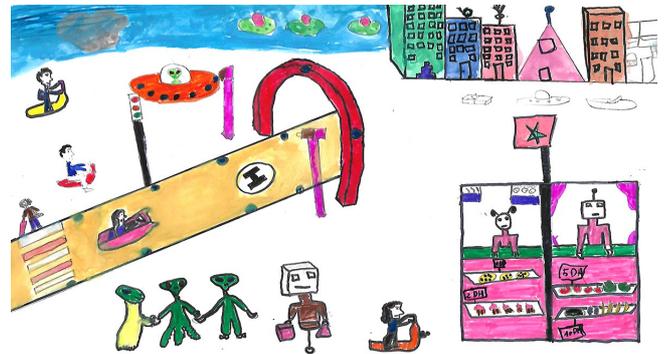


Marokko – Anglo School

Trees are also a home for many animals. Birds build nests there, insects live in the bark, and some animals find shelter there. Furthermore, trees provide us with fruit and help nature stay healthy.



We can dispose of waste properly, save paper, and treat plants with care. And if possible, we can also plant trees or advocate for preventing unnecessary tree felling. Because: Without trees, we and nature are worse off.



Solutions for preserving trees:

Care for trees.

Prevent people from cutting down trees and enact laws to protect them.

Organize tree-planting campaigns to preserve the beauty of our environment.

Raise awareness of the importance of trees.

Use solar energy instead of coal, which harms trees.

Authors: Anas, Yassir, Khalil, Mohsen (Marrakech)

Marokko – video conference

Our Trip to Marrakech

We had a video conference with children from the **Anglo School** in Marrakech. We learned a lot about their school, their favorite food, their languages, and their daily lives. It was fascinating to hear how children in Morocco live and what's important to them.

What time is it in Morocco?

Partner class: It's 10 o'clock now.

Is it warm or cold where you are?

Partner class: It's cold in Morocco.

What's your favorite season?

Partner class: My favorite season is May. I like May because it's not so cold. It's warm, and there are flowers. And it's nice.

What grade are you in?

Partner class: We're in 3rd and 4th grade.

What's your favorite food?

Partner class: My favorite food is couscous.



How many children are there in your school?

Partner class: There are 23 of us in the class.

How do you like school?

Partner class: I love my school very much.

What do you know about children's rights?

Partner class: In Morocco, if we are sick, we can go to the doctor. And we have the right to share our ideas and our films.



What language do you speak?

Partner class: We speak three languages: Arabic, French, and English.

We really enjoyed the meeting. We realized that children in Berlin and Marrakech have many similar interests. At the same time, we also learned new things about Morocco. It was great to talk to each other and discover the world together. Many thanks to the students of the **Anglo School** in Marrakech.

Funded by



On behalf of



Gefördert durch:



Brot für die Welt –
Evangelischer
Entwicklungsdienst



Funded by the State Office for Development
Cooperation of the State of Berlin:

Landesstelle für Entwicklungszusammenarbeit	Senatsverwaltung für Wirtschaft, Energie und Betriebe	BERLIN	
--	---	---------------	---

The funded institution is solely responsible for the content of this publication.
The positions presented here do not represent the views of the economy,
energy sector, and businesses.