



# Mine your own business

**Toolkit on Extractivism for youth workers,  
facilitators and educators**



**SCI** Schweiz

**Global Education Lab series #1**

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# Introduction



## Background to the toolkit

This educational toolkit for young people was developed by the participants of Global Education Lab #1: Extractivism in Bern, Switzerland in 2024. The skillshare, organised by Service Civil International (SCI) Switzerland, gathered youth workers, educators and activists from all over the world to learn together and to share their experiences around predatory extractivism. This toolkit was created to help educators, youth workers and advocates in raising awareness around the concept of extractivism among young people in a way that is simple, relatable, and actionable. As extractivism has harmful effects on the environment, communities, and future generations globally, it is crucial for youth to understand the topic and to take informed action. The toolkit provides knowledge, activities, and resources to inspire young people to reflect on these challenges and to become part of the solution.

# The role of this toolkit

- **Raise awareness:** Help young people understand what predatory extractivism is and how it affects both the planet and people.
- **Inspire action:** Equip youth with ideas and tools to address the negative impacts of predatory extractivism, such as environmental degradation and social inequality.
- **Connect to global issues:** Show how extractivism links to other global challenges like the climate crisis, human rights, and sustainable development.
- **Empower change:** Encourage youth to make informed choices and to take action in their schools, communities, and everyday lives to promote sustainability and justice.

## Basic terminology

### What is extractivism?

Extractivism is the practice of harvesting natural resources directly from the environment. Resource extraction can be carried out on a small scale by traditional communities in a sustainable way, respecting natural cycles and the limits of the ecosystem.

### What is predatory extractivism?

Predatory extractivism refers to the large-scale removal and exploitation of natural resources for economic profit, often without considering the social and environmental consequences (so-called “externalities”). It is driven by the demand for resources in industries and global markets. An example could be a company chopping down an entire forest to sell wood without replanting any trees or attempting to sustain the ecosystem of plants, animals and people who depend on it. Predatory extractivism is harmful as it leads to pollution, removes carbon sinks, destroys ecosystems, and often pushes out indigenous peoples from their homes.

**In this toolkit, we focus on predatory extractivism.**

# What is Global Education?

Global Education teaches people about inter-connectedness in the world. It's about understanding how the imbalance in global power structures, historically rooted in European colonialism, leads to global challenges that are interdependent such as the effects of global supply chains on climate crisis, war and conflict, poverty and migration among others. Global Education helps people to understand how their civic (in)actions and consumer choices, such as products they buy, can affect workers, livelihoods or the environment in other parts of the world. Global Education supports critical thinking and collective learning on how to work together to find alternative models and solutions.

## Why is extractivism an important topic in Global Education?

- **Inter-connectedness:** Resource extraction is part of global supply chains, where production is often in one part of the world, while profit is in another.
- **Relation to colonial history:** Today's extractivist practices date back to and continue historical extraction of resources and labour during the time of European colonialism.
- **Environmental Impact:** Extractivism leads to deforestation, loss of biodiversity, and climate crisis.
- **Social Injustice:** It often exploits communities, especially indigenous peoples, and creates inequality.
- **Empowering Solutions:** By understanding extractivism, youth can learn how to advocate for just practices, boycott unethical businesses, advocate for more ethical business practices, and contribute to protecting the planet and the people on it.

# Guidelines: How to work with youth on Extractivism

These guidelines aim to support educators, facilitators, and activists in engaging youth on the topic of extractivism. The following list may provide some inspiration for self-reflection around Global Education practice.

## Do

### 1. Understand your audience

- **Diverse experiences:** Acknowledge that participants may have varying levels of awareness and personal experiences with extractivism.
- **Cultural sensitivity:** Tailor your approach to respect cultural, social, and environmental contexts relevant to participants' backgrounds.
- **Age appropriateness:** Adapt language, materials, and activities to be age-appropriate and accessible for the group.

### 2. Set clear objectives

- Encourage critical thinking about the causes and consequences of predatory extractivism.
- Highlight the global and local dimensions of extractivism.
- Empower youth to envision and contribute to alternative solutions.

### **3. Use engaging and participatory methods**

- Interactive activities: Incorporate hands-on activities like mapping exercises, debates, and storytelling to engage participants actively.
- Case studies: Present real-world examples to contextualize abstract concepts.
- Creative approaches: Use art to explore the impacts of extractivism and inspire imaginative thinking.

### **4. Provide context and background information**

- Explain global connections, such as supply chains and the role of multinational corporations.
- Discuss historical and current perspectives, including the roles of colonialism and indigenous resistance.
- Give examples. Explain how people, especially young people around the world are affected by extractivism.

### **5. Facilitate critical reflection**

- Encourage participants to question who benefits from extractivism and who bears its costs.
- Explore how extractivism relates to the climate crisis, colonialism, social justice, and global inequalities.
- Relate the content to the real life experiences of your participants. Engage them through exploring how global supply chains relate to their local realities

### **6. Empower action**

- Encourage participants to envision a world with reduced reliance on predatory extractivism.
- Guide youth in creating personal or group action plans to advocate for change.
- Provide information about environmental, human rights and anti-colonial groups participants could get engaged with on a local level.

## **7. Foster inclusivity and collaboration**

- Promote teamwork through group discussions, collaborative activities, and peer learning.
- Create a safe space where all voices are heard, especially those from marginalized communities.
- Highlight the role of youth as agents of change in the fight against predatory extractivism.
- Encourage participation from all learning and personality types.

## **8. Incorporate real-world tools and resources**

- Use maps, documentaries, and articles to make the topic tangible and relatable.
- Provide access to online platforms for research and sharing ideas.
- Develop resource handouts summarizing key concepts and actionable steps.

## **9. Evaluate and reflect**

- Gather feedback from participants to assess the effectiveness of the session.
- Reflect on what worked well and what could be improved for future sessions.
- Celebrate participants' contributions and insights to encourage ongoing engagement.

## **10. Adapt and evolve**

- Stay informed about emerging issues and debates related to extractivism. Where possible, relate the issue to current world events. Update materials and activities to remain relevant and engaging.
- Be open to new approaches and ideas suggested by participants or collaborators.

## Do not

1. Rely solely on emotions; the subject matter can be emotional, but always support arguments with facts.
2. Spread hate or engage in divisive rhetoric.
3. Promote a "White Savior" complex (i.e. white people need to save people of color and indigenous peoples from extractivism), instead highlight examples of local resistance and how it can be supported.
4. Ignore the historical context of colonialism.
5. Revictimize and retraumatize those affected by extractivism.
6. While taking a clear stance against predatory extractivism, give space for participants' own opinions and reflections. Allow them to be critical of what you say as well and give space for multiperspectivity.
7. Dismiss the impact of globalized capitalism on local communities. Do not paint capitalism as something that is controlled by a specific group of people, instead show that it is a system.
8. Assume that everyone understands basic concepts, the terminology will be new to some people.

# Educational methods

## Lesson 1 - Introduction to Extractivism

**Time:** 40 Minutes

### **Aims:**

- Introduce the concept of extractivism.
- Raise awareness among participants about its effects on society, labor, and the environment.

### **Materials:**

- Printed copies of the case studies.
- If a video is to be shown: Projector, computer, sound system. The case study, Illegal Timber Extractivism in Brazil contains a link to a 5 minute video.

### **Methodology:**

#### 1. Initial engagement:

- Begin by asking participants, "What do you think about when you hear the word extractivism?"
- Gather 3-4 initial impressions from the participants to gauge their existing knowledge or assumptions. Discuss, explaining the concept of extractivism if necessary.

#### 2. Real case introduction:

- Present some real-world examples of extractivism. The case studies below relate to predatory extractivism around the world. Volunteers may read a case study aloud or if there are enough participants and sufficient time, four groups may be formed to read and discuss their case study. They can then briefly summarise their case study to the full group.

- Written case studies suggested:
  - Illegal Timber Extractivism in Brazil: (This example includes a link to a 5 minute video, that can be shown instead of summarising the text).
  - Mineral Extractivism in DRC
  - Water Extractivism in Palestine
  - Sand Extractivism in India
- After presenting the case studies, ask participants for their observations on what they heard or saw.

### 3. Exploration and explanation:

- Define extractivism and explain its various forms, emphasizing predatory extractivism.
- Highlight specific examples of predatory practices by corporations across different regions. These may relate to the examples seen or some other examples.
- Differentiate between Large-scale extractivism driven by multinational companies and extractivist activities historically practiced by traditional and indigenous communities.
- Key points to address in the discussions:
  - Socioeconomic context: Explain how traditional communities may engage in environmentally harmful practices (e.g., deforestation) due to limited alternatives for livelihood.
  - Social and labor impacts: Outline the labor violations extractivist workers often endure.
  - Environmental consequences: Discuss the disruption of ecosystems, including harm to flora and fauna. Explain how extractivism accelerates climate change.
  - Community health: Describe the health impacts on communities living near extractivist operations.
- Encourage discussion and action.
- Use the case and discussion points to prompt deeper reflection and questions from participants.
- Encourage action: Provide information about groups working on the issue of extractivism. Encourage research and active engagement on the issues raised.

## Case study #1 - Illegal Timber Extractivism in Brazil

“WE’LL ‘DRAG THE CHAIN’ when it stops raining.” This threat made by a logger frightened the riverine people of the Madeira River, who live in communities near Humaitá, in the southern Amazonas, in Brazil. “Dragging the chain” is a reference to a primitive way of cutting down the forest. A thick chain is stretched between two tractors that advance through the forest, quickly felling everything in their path. For decades, the riverine communities have been developing techniques for planting and managing agricultural products – such as Brazil nuts and açaí. “Our Brazil nut grove is gone. Wherever we used to walk, there was water and we encountered animals of all kinds. Today, we can’t even find a game to kill, to eat,” complains Valdino Mota, a farmer who lives in the community of Santa Rita, also known as Pirapitinga, on the banks of the Madeira River, one of the localities facing deforestation in the region.



*Riverine people make their living from farming and extracting products such as Brazil nuts and açaí. The advance of cattle and logging puts pressure on these traditional communities. (Photo: Fernando Martinho - Repórter Brasil)*

Deforestation in southern Amazonas impacts hundreds of conservation units and indigenous lands in the area influenced by BR-319, the highway connecting the Amazonian capital Manaus to Porto Velho, in the state of Rondônia. In February alone this year, 700 hectares were deforested in the municipalities surrounding the highway. Brazil nut trees were burned, açaí collection areas were destroyed, and pastures took the place of forests. “Soy is coming, cattle are coming. They say progress is coming, but what kind of progress is that? It’s violent and very fast.

There are already many hungry riverine people,” warns Sister Ivonete Paes, from Área Missionária Ribeirinha, an organization that serves 65 communities in the region.



*Advances in logging and cattle ranching drive deforestation in southern Amazonas (Photo: Fernando Martinho/Repórter Brasil)*

With the disappearance of hunting game and fish, the diet of riverine communities has shifted. Canned meat and other processed foods have become commonplace on their tables. “Some communities struggle to meet their protein needs in a meal because the surrounding area is being ravaged,” Ferreira points out.

This process constitutes a “grave violation of human rights,” asserts Camilla Holanda from the Labor Public Prosecutor’s Office of Rondônia. According to the prosecutor, deforestation and cattle ranching “are bulldozing over the traditional ways of life of these populations.”

Violence in rural areas has surged in the past year, with over two thousand conflicts documented in the “2023 Land Conflicts” report by the Pastoral Land Commission. In the region known as “Amacro”, which is made up of the states of Amazonas, Acre, and Rondônia, eight people were murdered. Pressured by the loss of territory and without work options, some riverine people are involved in deforesting areas to develop pastures.

Most of the people who do the work come from outside the communities – from Humaitá or even from other states, such as Amazonas and Mato Grosso. Working to clear a forest is dangerous. There have been reports of machete accidents and trees falling on the workers. In the last 20 years, 477 workers in conditions analogous to slavery have been rescued in Amazonas—mostly in livestock or deforestation activities. The data comes from the Ministry of Labor and Employment systematized by Repórter Brasil and the Pastoral Land Commission.

**Adapted from the article:** *Cattle, timber, and violence threaten communities along the Madeira River in Brazil* by Reporter Brasil

**Link to the article:** <https://reporterbrasil.org.br/2024/05/cattle-timber-and-violence-threaten-communities-along-the-madeira-river-in-brazil/>

**Title of the video:** Cattle, timber and violence threaten riverine people on the Madeira River in southern Amazonas

**Link to the video:**

<https://www.youtube.com/watch?v=hscnhgyh4TM&t=42s>

**Length of the video:** 5.24 minutes



## Case study #2 - Mineral Extractivism in DRC

The Democratic Republic of the Congo has long been a central site of global extractivism, where vast deposits of strategic minerals have attracted foreign companies, governments, and investors for more than a century. Today, cobalt—an essential component in lithium-ion batteries used in electronics, electric vehicles, and renewable energy systems—stands at the heart of this dynamic. With the DRC supplying close to two-thirds of the world’s cobalt, the country’s mining sector has become deeply entangled with international supply chains and geopolitical competition, including that of the United States.

Despite the mineral’s strategic importance, cobalt extraction in the DRC is frequently marked by harsh labor conditions, environmental degradation, and the exploitation of vulnerable communities. Children and adults often work in small-scale or artisanal mines under dangerous circumstances, driven by extreme poverty and the absence of viable

alternatives. Global corporations rely on cobalt mined in these contexts, but the distance between corporate purchasing and on-the-ground extraction has created complex questions of responsibility, accountability, and transparency within supply chains.

Recent U.S. legal cases illustrate these tensions. Civil society groups and affected families have attempted to hold major American technology companies accountable for allegedly benefitting—directly or indirectly—from child labor in Congolese mines. Plaintiffs argued that by buying cobalt sourced from suppliers linked to forced and hazardous labor, U.S. firms were participating in a broader extractive system that perpetuates harm. While U.S. courts have acknowledged the severity of the underlying conditions, they have generally ruled that purchasing minerals through global supply chains does not, on its own, constitute legal participation in forced labor under federal law. These decisions highlight the limitations of existing U.S. legal mechanisms when addressing complex transnational extractive networks.

**Adapted from the article:** *US court sides with Apple, Tesla, other tech companies over child labor in Africa* | Reuters by Jonathan Stempel, March 6, 2024

**Link to the article:** <https://www.reuters.com/legal/us-appeals-court-dismisses-child-labor-case-against-tech-companies-2024-03-05/>

Photo: MONUSCO Photos (CC BY-SA 2.0)

### Case study #3 - Water Extractivism in Palestine

Water extractivism has become one of the defining features of Israel's prolonged occupation of Palestinian territory. Since 1967, Israeli authorities have asserted full control over the West Bank's groundwater, surface water, and infrastructure, creating a system in which Palestinian communities depend on a framework they cannot influence. Military orders issued after the occupation made any new Palestinian well, cistern, pump, or storage facility subject to Israeli approval—permits that are almost never granted. As a result, Palestinians are barred from drilling new wells, accessing the Jordan River, restoring springs, or even collecting rainwater in many parts of the West Bank. This structural restriction has left entire rural areas without piped water, forced families to rely on expensive trucked supplies, and reduced daily consumption far below international health standards. Meanwhile, Israeli settlements—illegal under international law—are connected to a separate network with stable water supply for domestic, industrial, and agricultural use, including intensive farming and recreational facilities. The situation in Gaza is even more dire: the coastal aquifer, the Strip's only freshwater source, is over-extracted and contaminated, leaving most water unfit for human consumption and no possibility of transferring water from the West Bank due to Israeli restrictions.

This system of control has reshaped livelihoods across the Jordan Valley and other parts of the West Bank. Springs that once supported farming communities have dried out as the Israeli national water company, Mekorot, has drilled deep wells to supply settlements and Israeli cities. Palestinian farmers have been pushed away from traditional crops toward low-value, low-water alternatives, or forced to seek work in settlements that benefit from their own water deprivation. Entire Bedouin communities face the dual pressure of limited water access and the threat of displacement through demolition orders, even when pipelines run just meters from their homes. The effect is a stark disparity:

In Gaza, the vast majority of available water — roughly nine-tenths or more — is polluted and cannot be safely consumed. Because Israel blocks the transfer of water from the West Bank into the territory, residents must rely almost entirely on the Coastal Aquifer. This groundwater source cannot meet the population's needs and is being steadily degraded: years of over-pumping have lowered its quality, while sewage leaks and encroaching seawater have further contaminated it.

Israeli per capita water use is several times higher than that of Palestinians living under occupation. Under international law, as the occupying power, Israel is obligated to ensure that the rights of the protected population—including the right to water—are respected and fulfilled. Yet decades of restrictive policies have entrenched a system that extracts water from Palestinian lands while limiting Palestinians' ability to meet their most basic needs, undermining their health, livelihoods, and capacity to remain on their land.

**Adapted from the article:** *The Occupation of Water* by Amnesty International

**Link to the article:**

<https://www.amnesty.org/en/latest/campaigns/2017/11/the-occupation-of-water/>

## Case study #4 - Sand Mining in India

Sand is a foundational resource for India's rapid urban and infrastructural development. As cities grow and construction accelerates, the country's need for sand—used in concrete, brickmaking, road construction, glass production, and many other materials—continues to expand. With India's population still rising and urbanisation pushing outward, demand for this mineral shows no sign of slowing.

To meet these needs, enormous quantities of sand are removed each year from India's rivers, lakes, floodplains and coastlines. Like elsewhere, sand is the most heavily extracted mineral in the country, yet nature replenishes it only very slowly. This mismatch has turned sand mining into a major ecological and political issue. Extraction typically involves digging sand from open pits or directly from the beds of rivers and streams, and in many regions India's beaches have also become targets for removal. Drawing on assessments by the UN Environment Programme (UNEP), sand extraction across India has increased dramatically over the past two decades, reflecting global trends but playing out with especially severe local consequences.

### Environmental and social impacts of sand mining in India

Because sand regulates river flow and stabilises channels, taking it out indiscriminately can trigger far-reaching damage:

- River courses may shift, contributing to bank erosion and raising the risk of floods during the monsoon.
- Wildlife that relies on sandy banks—such as nesting birds, amphibians, and riverine mammals—loses critical habitat.
- Disturbed sediment harms aquatic species and disrupts fishing communities that depend on healthy river ecosystems.
- On India's coasts, removing sand weakens natural barriers, leaving coastal settlements more exposed to cyclones, storm surges and tsunamis.
- Excessive extraction deepens riverbeds and widens estuaries, increasing saltwater intrusion and degrading freshwater supplies.
- Drying riverbeds alter groundwater recharge, contributing to falling water tables and deteriorating water quality.

- Scenic beaches—important for tourism and local economies—are visibly degraded.

### **Violence and governance challenges**

India's sand economy is also marked by widespread illegality and criminal networks. Attempts to regulate extraction have frequently led to violent confrontations. Journalists, environmental activists, local villagers and government officials who challenge unlawful mining often face intimidation, assaults, and targeted killings.

A study covering December 2020 to March 2022 documented 418 deaths and 438 injuries connected to sand mining incidents across India. Northern states recorded the highest number of fatalities, followed by western and central regions, then eastern and southern parts of the country. These figures reflect both the scale of unregulated extraction and the power of groups involved in controlling access to sand-rich areas.

**Adapted from the article:** Sand Mining in India – Grain of Despair: Failure of Regulatory Machinery by Naveen Kumart

Link to the article:

[https://www.scconline.com/blog/\\_post/2023/02/08/sand-mining-in-india-grain-of-despair-failure-of-regulatory-machinery/](https://www.scconline.com/blog/_post/2023/02/08/sand-mining-in-india-grain-of-despair-failure-of-regulatory-machinery/)

# Lesson 2 - Mapping Predatory Extractivism

This activity helps participants visually map cases of predatory extractivism around the world. By exploring real-world examples and illustrating the connections between extraction sites and the destinations of extracted resources, participants will gain a deeper understanding of the systemic and global nature of extractivism.

**Time:** 90 Minutes

## **Aims:**

- To identify real-world cases of predatory extractivism on different continents.
- To understand the global connections between resource extraction and consumption.
- To raise awareness about the companies and industries benefiting from extractivist practices.

## **Materials:**

- Large sheets of paper (one for each continent).
- Tape or adhesive to stick papers on the wall.
- Pieces of paper for writing cases.
- Colored string or yarn.
- Pens and markers.
- Access to resources for research (e.g., printed materials, computers, or smartphones).

## **Methodology:**

1. Introduction to mapping (10 minutes)
  - Begin with a brief presentation about maps and their role in understanding global power dynamics. Explain how maps can help visualize the interconnectedness of extractive practices and their impacts on various regions.

## 2. Setting up the map (5 minutes)

- Write the name of the different continents, one per sheet of paper and stick them to the wall in a circle. Tip: when talking about the Americas, make sure that North America is separated from South America. This will later support you when highlighting how much of the movement of resources and wealth moves towards North America.
- Place a larger sheet in the center labeled "Mapping predatory extractivism."
- Explain that participants will create a collaborative map to identify and connect cases of predatory extractivism globally.

## 3. Group Research and Documentation (30 minutes)

- Divide participants into groups of 3-4.
- Ask each group to research and identify cases of predatory extractivism from different parts of the world.
- Each case should include:
  - The location where resources are extracted.
  - The destination of where these resources or their value eventually ends up.
  - The names of companies or industries benefitting from the extraction.
- Once identified, participants should write each case on a piece of paper and stick it on the wall near the continent of extraction. it represents.

## 4. Connecting the cases (15 minutes)

- After all cases are posted, use colored string or yarn to connect each extraction site to its corresponding destination on the map.
- For example, if a resource is extracted in South America and shipped to Europe, draw a connection between these two continents using the string.

## 5. Discussion and Reflection (20 minutes)

- Observe the completed map and discuss the patterns and insights that emerge:
  - What are the most common extraction sites and destinations?
  - Which industries and companies appear repeatedly?
  - How do these patterns illustrate the global dimensions of extractivism?
- Reflect on the consequences of these practices:
  - What are the social, environmental, and economic impacts on the regions where extraction occurs?
  - How can individuals and communities resist or address these practices?

## 6. Conclude with a group discussion (10 min)

- What surprised you about the connections we mapped?
- How does this exercise change your understanding of extractivism as a global issue?
- What actions can be taken at local, national, or global levels to address the problems revealed by the map?

This exercise provides a visual and interactive way to explore the complexities of extractivism, fostering critical thinking and engagement with the topic.

# Lesson 3 - Imagining a World without Extractivism

This activity explores the idea of a future free from predatory extractivism, encouraging participants to imagine, discuss, and critique utopian visions of sustainable resource use. Through creative exercises and group discussions, participants will develop a deeper understanding of the social, environmental, and political implications of moving away from predatory extractivist practices.

## **Time:**

2.5 hours (the activity can be shortened to suit time available)

## **Aims:**

- Participants understand the political and social importance of imagining a sustainable and equitable future without predatory extractivist practices.
- Participants envision their own sustainable future, share and critique it, and develop constructive approaches to making it a reality.
- Participants identify practical policies and steps needed to transition away from predatory extractivism.
- Participants create individual action plans to contribute to this transition.

## **Materials:**

- paper for everyone
- pens for everyone
- paper with critical reflection questions

## Methodology:

### 1. Introduction and reflection (15 minutes)

- Divide participants into groups of 3-4 and ask them to reflect on the following questions:
  - In what ways have practices around resource use and environmental sustainability improved in the past 30 years?
  - What shifts have occurred toward reducing harmful extractivism?
- Afterwards, bring the groups back together and compile their findings on a flipchart. Supplement with important trends or events if participants have not mentioned them.

### 2. Introduction to utopian thinking (10 minutes)

- Provide a brief introduction to utopian thinking, touching on:
  - The concept of "utopia" and its origins (Thomas Moore, 1516).
  - The distinction between utopias and dystopias.
  - The role of utopian thinking in envisioning better futures and addressing challenges.
  - Who is a utopia for? Reflect on inclusivity and conflict.
  - How utopian thinking encourages creativity and long-term problem-solving.

### 3. Dream journey into a future without extractivism (20 minutes)

- Guide participants through an imaginative exercise. Ask them to sit or lie comfortably and close their eyes (if they wish). Optionally, play calming music and lead a brief breathing exercise to set the tone.
- Slowly and clearly read the following questions, allowing time for participants to imagine each:
  - You wake up 30 years from now in a world without predatory extractivism.
  - What does this mean for the environment and your surroundings?
  - What does the place where you live look like?
  - How does your community coexist with nature?
  - How are resources managed and shared sustainably?
  - What does your daily life involve?

- How has the balance between human activity and ecosystems been restored?
- What happened to the industries and corporations previously responsible for predatory extractivism?
- How are traditional communities involved in resource management?
- What policies or practices support this new way of life?
- What role does technology play in this future?

#### 4. Sharing and critiquing utopias (30 minutes)

- After the dream journey, ask participants to open their eyes and share their visions with a partner. Emphasize that their ideas can be abstract or emotional. Allow 10 minutes for sharing.
- Invite participants to critique their visions using reflection questions on a flipchart. Some examples include:
  - Who benefits from your vision of a world without extractivism? Who might face challenges?
  - Where do resources for sustainable technology and living come from?
  - How does your vision ensure equity across different regions and communities?
  - How are conflicts over resources resolved?

#### 5. Creative work on utopias (30 minutes)

- Encourage participants to express their utopian visions creatively. They can choose one of the following:
  - Draw a poster illustrating their future without extractivism.
  - Design a monument in the future that commemorates the extractivism of the past.
  - Write a letter from their future self describing the changes.
  - Create a newspaper article about a significant event in their future.

#### 6. Sharing creative outputs (15 minutes)

- Ask participants to share their creative works with the group, fostering discussion and inspiration.

## 7. Debriefing

- Conclude with a group discussion:
  - How did this activity feel?
  - What stood out in your utopia?
  - What would need to happen today to move toward this future?
  - What challenges remain in transitioning from harmful extractivism to sustainable practices?

## 8. Practical steps to achieve the vision (20 minutes)

- In smaller groups, ask participants to describe in detail the practical steps needed to achieve their envisioned futures. This should include:
  - Key policies that would need to be implemented at local, national, and global levels.
  - Economic changes or shifts required to phase out harmful extractivism.
  - Social initiatives to support affected communities in transitioning to sustainable practices.
  - Specific strategies to engage traditional communities and ensure equity.
- Groups should document their ideas and present them to the larger group for discussion.

## 9. Individual action plans (20 minutes)

- Ask each participant to create an individual action plan identifying at least one concrete action they can take in their personal or professional life to combat predatory extractivism. These actions might include:
  - Advocating for sustainable policies in their workplace or community.
  - Supporting local or global initiatives aimed at reducing extractivism.
  - Educating others about the impacts of predatory extractivism.
  - Adopting and promoting sustainable practices in their own lives.
  - Encourage participants to reflect on how their actions can contribute to systemic change.

# Additional Resources

In this section you can find extra material and articles that you can use to create more case studies to hand out in the activities.

*Cattle, timber, and violence threaten communities along the Madeira River in Brazil:* <https://reporterbrasil.org.br/2024/05/cattle-timber-and-violence-threaten-communities-along-the-madeira-river-in-brazil/>

*Amazon's megadeforestation with slave labor: authorities state that satellite internet by Musk was used to facilitate illegal activities:* <https://reporterbrasil.org.br/2024/05/amazon-megadeforestation-slave-labor-satellite-internet-musk-illegal-activities/>

*Sick forest: Munduruku children will not play and may be contaminated by mercury:* <https://reporterbrasil.org.br/2023/04/sick-forest-munduruku-children-will-not-play-and-may-be-contaminated-by-mercury/>

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