



THE GLOBAL GOALS

For Sustainable Development

“We only have one planet. We have nowhere else to go. If we use our creative powers properly we don’t need anywhere else. If we take care of it, and each other, everything we need is right here.”

Sir Ken Robinson
Author/Educator

Introducing the Global Goals

Subject

Citizenship, Geography, Social Science.

Learning Outcome

Learners can explain what the Global Goals for Sustainable Development are, why they are important and how they relate to the learner her/himself.

Preparation

- If possible print, display, or project a copy of the Global Goals (appendix 2 or 3) at the front of the class.
- Print out a list of the Goals for reference for yourself and handouts for each student (appendix 2 or 3)
- Gather information and resources on **the Global Goals** from: www.globalgoals.org/worldslargestlesson

- You will need to set up six information stations for your students. See appendix 4 for a list of the Global Goals with the suggested grouping for the six stations (appendix 4). Lay out information at each station. This could include short case studies, personal stories, photos, graphs etc.
- These stations will enable students to learn more about the goals.

For:

- Advice on how to teach the Global Goals
- A Global Goals booklet written for children
- More lesson plans to dig deeper into the Global Goals

Visit www.globalgoals.org/worldslargestlesson

Total Time:



Age Range:



World's Largest Lesson is a collaborative education project to support the announcement of the United Nations Global Goals for Sustainable Development. The project is living proof of the importance of Global Goal 17 "Partnerships for the Goals" and would not have been possible without the help of all of our partners working with us and with each other.

Thanks to our Founding Team:



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Lesson plans created in collaboration with Think Global www.think-global.org.uk. Promoting learning for a just and sustainable world.



Introducing the Global Goals

Learning Activity

5
mins

As students enter the room, have the following question displayed: **'What are the biggest problems faced by people around the world today?'**

Students may need some extra encouragement to think from the perspective of others and to see the bigger picture.

Have students work in pairs to identify the biggest problems. They can either discuss their ideas or write them down, but they should be ready to share with the group.

Differentiation and Alternatives

For some students, it might be better to get them thinking about problems in their own community and country first, and then expand this out to include problems worldwide.

With younger students, you could ask for the top three or five problems and ask them to think as if they are their country's leader.

You may want to display six photos (representing goal themes) around the room. Ask students to look at the photos and decide which global problem they think each one represents, then stand next to the one that they think is most serious. Ask some students to explain their choice. You can find appropriate photos at www.globalgoals.org/worldslargestlesson.

Once these explanations have been heard, allow students the option to move to a different photo if they have heard a very persuasive argument.

Alternatively, use appendix 1, which lists some problems, and ask students to highlight the ones they think are most pressing. This could be done at community/ country and global level to see if there are variations in levels of perceived relevance to students' own lives.

Learning Activity

5
mins

How many problems did students identify? Compare their lists with the Global Goals, displayed at the front of the class or given as handout (appendix 2 or 3). Highlight those that match up.

This could be broadened into a discussion about why certain problems were or were not included. Were there any Goals that no one identified? If so, ask students why they think these Goals were included.

Understand the Global Goals

5
mins

Have students watch Sir Ken Robinson's animation on a large screen, computer screens, or group students together to watch on a mobile phone www.globalgoals.org/worldslargestlesson. Students could also read the comic book from <http://www.globalgoals.org/worldslargestlesson>, scrolling through each frame on a mobile phone or tablet.

Understand the Global Goals

25
mins

Why are these problems so serious? Have students visit six stations around the room to expand their knowledge and understanding.

- You will have set out six stations with information and resources to enable students to learn more about the goals. The suggested theme for each station and the Global Goals to include are listed in appendix 4.
- At each station you will need to lay out additional information, which could include short case studies, personal stories, photos, graphs, etc. You can find suitable resources in the teacher toolkit at www.globalgoals.org/worldslargestlesson.
- Have students visit each station in groups to gather more information about the Goals. They only have four minutes at each station so you will need to signal when they should move on.
- Whilst at a station, each group of students should write down at least one fact that surprised them. They could also come up with a question at each station that they would like to find out more about and could be investigated in future lessons or at home.

Differentiation and Alternatives

- Alternatively, students could have a question sheet that they need to complete the answers to at each station. Questions will depend on the resources chosen for each theme.
- If time, space or resources are limited, you could give students a sheet with short descriptions of some of the problems that the Goals hope to change. Ask students to read them and decide which of the Goals will help tackle each problem. You can support this activity by using the child-friendly booklet about the Global Goals that can be found at www.globalgoals.org/worldslargestlesson.

Learning Activity

10
mins

Have students decide which Goal they think is most important, why, and how this goal is linked to the other goals, and write a paragraph explaining their choice.

Students should refer to the information they gathered earlier from the six problem stations.

Differentiation and Alternatives

If time is limited, this could be a homework activity.

Students could cut out and sort the Goals, using appendix 2 or 3 to help rank them, and decide on the most important. They can also create a diagram showing connections between the Goals and how they relate to, and are dependent on, each other, e.g. using arrows or encouraging other creative ways to show the links.

Learning Activity

5
mins

To end the lesson, ask each student to write a sentence reflecting their views on the Global Goals and what they mean to them. You could have children begin with the prompt: "The Global Goals are important because..." You could choose a 'winning' sentence. Restrict the amount of words students are allowed to write a newspaper headline or tweet [@theglobalgoals](#) [#globalgoals](#).

Take Action for the Global Goals

As an educator you have the power to channel students' positive energies and help them believe that they are not helpless, that change is possible, and that they can drive it.

The Design for Change "I Can" School Challenge invites children to take action, make change for themselves and share it with children across the world.

Visit www.dfcworld.com to get started.

To download a Design for Change lesson pack or a simple advice pack for young people to take action themselves visit www.globalgoals.org/worldslargestlesson

DESIGN for
CHANGE

Problems Faced by People Today (use as prompt if necessary)

- Poverty
- Inequality between countries
- Hunger
- Poor health and disease
- Dirty water
- Lack of sanitation
- Poor education – some children can't go to school
- Low-paying and not enough jobs
- Low economic growth – countries do not earn enough money to pay for everything their people need
- Gender inequality – men and women are treated differently and not given the same opportunities
- War, fighting and instability
- People don't feel safe
- Violence between people
- Corruption and injustice
- No respect for human rights
- Countries never work together or agree on anything
- Not enough energy for everyone to live comfortably
- Weak infrastructures, poor technology and communications
- Un-safe towns and cities
- Unsustainable cities that consume more than the world can produce
- There's too much wastage of resources and not enough recycling
- Climate change
- Polluted seas and oceans
- Damaged habitats
- We have limited access to technology and expensive mobile phones and computers
- People don't feel they are protected properly
- Population growth
- Obesity
- Racism
- Breakdown of communities

THE GLOBAL GOALS

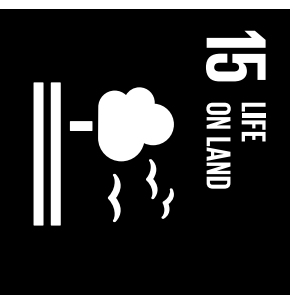
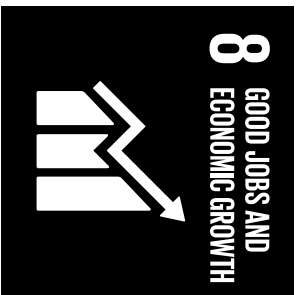
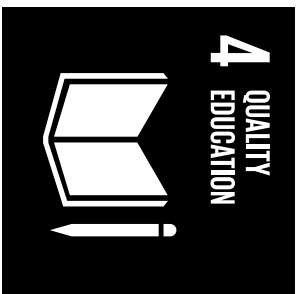
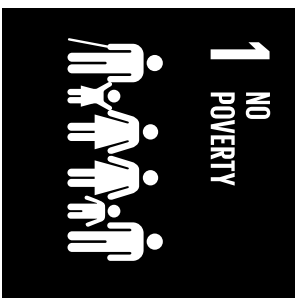
For Sustainable Development



The Global Goals - a low resolution print version

THE GLOBAL GOALS

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Exploring the Themes of the Global Goals

Station Name	Goals to Include
Poverty	1. No poverty 10. Reduced Inequalities
Health and well-being	2. No hunger 3. Good health 6. Clean water and sanitation
Education, skills and jobs	4. Quality education 8. Good jobs and economic growth
A safe and fair world	5. Gender equality 16. Peace and justice
Sustainability	7. Renewable energy 9. Innovation and infrastructure 11. Sustainable cities and communities 12. Responsible consumption 17. Partnerships for the Goals
Environment	13. Climate Action 14. Life below the water 15. Life on land