



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

This can be used for an assembly, tutor time or class activity.

Learning Outcome

Learners can explain what the Global Goals for Sustainable Development are and why they are important.

Preparation

If possible, print and display, or project, the Global Goals at the front of the room using appendix 2 or 3. Prepare a board to write students’ suggestions. Print or draw small squares of paper for final comics activity.

Find out more

For more information about the Global Goals visit www.globalgoals.org

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 and a link to additional resources
- A gallery of Global Goals images
- Help with encouraging children to take action

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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And special thanks to those who have worked with us across the world:



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

Introduction

5
mins

As students enter the room, have the following question displayed: **‘What are the biggest problems faced by people in our community/ country /worldwide?’** (adapt as appropriate)

Encourage the children to think from the perspectives of others. For example you could say, **“We need you to think like you are the president!”**

In pairs, have students identify some of the biggest problems facing their community, their country, or the world. Take some suggestions from the group. These could be written onto a board at the front.

Use appendix 1 to help prompt if necessary.

Global Goals

5
mins

Show students the Global Goals, pointing out which goals relate to the problems they have identified. Compare their lists of problems with the Global Goals, displayed at the front.

For an assembly, you could have 17 students stand at the front with their backs to the room. Each student holds a sheet of paper with one of the Global Goals written on it. When someone suggests the problem tackled by their Goal they turn around.

Understand the Global Goals

10
mins

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

Activity

10
mins

1. To end the lesson, ask each student to write a sentence reflecting their views on the Global Goals and what they mean to them. Restrict the number of words students are allowed to use and create a tweet to [@TheGlobalGoals](https://twitter.com/TheGlobalGoals) [#globalgoals](https://twitter.com/globalgoals)
2. Print or draw squares on paper of approx 12cm x 12cm. Give each student a blank square of paper and ask them to draw a single comic frame image showing themselves using their superpower. Ask them to add into a speech bubble their idea of how they can help with the Global Goals. Collect the squares and make a display at school, share it with us on Facebook at [The Global Goals](https://www.facebook.com/TheGlobalGoals), or tweet as above.

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

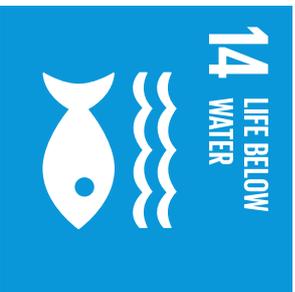
DESIGN for
CHANGE

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 re-cycling
- 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

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The Global Goals - a low resolution print version

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