Club Activity Pack and Guide
Foreword

In September 2015, 193 World Leaders signed on to the Sustainable Development Goals (SDGs). Since then, educators across the world have embraced the ambitions of the Goals and begun to include them into their teaching practices. The Goals have proven to be a useful addition to programmes on Education for Sustainable Development, by providing a framework for learning and helping to demonstrate the interconnectivity among all aspects of development.

Additionally, the Goals are appealing to young people. They are clear and purposeful and enable students to think beyond their locality and their country on issues that affect us all – extreme poverty, inequality, climate change, etc. By understanding these issues, students feel united as a generation of young people, to act for change – a long lasting global change and to find solutions, big and small, that together will create a sustainable future for everyone.

We are delighted to support the beginning of this learning journey for young people in Nigeria and to enhance the work already being done by so many educators and organisations in this country.

This activity pack brings together creative resources and ideas to enable the delivery of SDGs learning and social action in young people. The resources are localised and structured to support the establishment of SDGs clubs in schools, local communities and camps. We also encourage UNESCO’s Associated Schools Network coordinators to engage with this initiative. We ask that you use your own local community as the inspiration for active learning and you encourage students to ask questions and find their own solutions to the issues that they see around them.

Every young person that is introduced to the SDGs through these resources can make a difference in their local community and we are excited to be a part of this empowering experience.

Good Luck!

YDO Yao
Director and Representative
UNESCO Regional Office, Abuja
Introduction

Welcome Club17 Africa teachers. This is a brief “starter kit” to help your club get started and suggest some activities for the first few weeks.

Remember - our mission is to create awareness for the SDGs and find solutions to SDGs challenges that exist within and around our schools.

Top tips for teaching the SDGs

1. Know your SDGs and learn from your peers
   Visit our Facebook social learning page to learn about the SDGs and ways to teach them. www.facebook.com/groups/624292384678945/?source_id=903141263064290

2. Think about teacher-student relationships
   The interactions teachers have with students have a big impact on learning – create a classroom environment that constantly demands more while affirming students self-worth. A student’s success should be attributed to effort rather than ability.

3. Praise your students and keep things fun
   The SDGs are fun in all shapes and colours so keep up the tempo. Encourage your students that learning for action is fun! Use words like “I really like how hard you’ve tried to answer this question, I like how much effort you’ve put into working on this project today.”

4. Build problem solvers!
   Make sure you ask more questions and encourage students to solve their own problems. Always refer to your local community to help bring problems to life. E.g. When thinking about Gender Equality ask ‘what are the main issues affecting gender equality here in this school and where we live?’ Facilitate students to identify problems for themselves and design solutions to these problems too.

5. Apply your best teaching styles
   Make the sessions engaging. Use inclusive and interactive teaching styles. Encourage everyone to listen even to the quietest voices. Give students time to practice new skills and don’t expect too much too soon.

6. Believe in your students
   Remember, giving students the confidence they deserve will help them inspire change.

7. Behaviour management
   Subject knowledge and classroom instructions contribute to teacher success. How well a teacher makes use of after school lesson time, coordinates classroom resources and manages the behaviour of students is key. We are building SDGs Youth Champions and we are depending on you to make this happen!
8. Note Taking
Keep weekly notes of whatever transpired at the session. Take photos where possible and ensure you have good data from your weekly event as these will serve as your monthly summary report. Don’t forget to make sure all pre and post questionnaires are completed to enable your impact to be recorded.

Three overall learning outcomes for the club:
1. Students should know and understand the SDGs.
2. Students should be able to identify problems and opportunities in their community (and/or country).
3. Students should be able to propose appropriate solution(s) linked to the SDGs and to feel confident enough to know how to implement these.

Techniques for promoting collaborative learning:
1. Talk partners – Students work in pairs to discuss responses to questions and thoughts and opinions before sharing with the wider group.
2. Think-Pair-Share – Students work independently to come up with an opinion or response to a question. They then team up into a pair to discuss this before joining up with another pair to hear their thoughts and responses.
3. Snowballing – Students discuss a topic in pairs. They are then joined by another pair and another as the group grows from 2 people, to 4, to 6 etc.
4. Listening Triangles – Students are in groups of three and each have an assigned role either as a speaker, questioner or note-taker.
   • The Speaker explains the topic (or expresses their opinion on an issue) as directed by the teacher.
   • The Questioner listens carefully and asks for clarification or further detail.
   • The Note-taker observes this process and provides feedback to both speaker and questioner.

How to Teach Sensitive Topics
Please note: The discussions you have with your students in these activities need to be handled sensitively and with consideration given to students backgrounds and experiences. You want to make the classroom a safe place for your students to share their ideas and experiences. Some students may want to be excused from certain discussions and this should be respected.
• As much as possible, focus on solutions rather than problems.
• If you think it’s necessary based on the local context, you could divide the class into smaller groups based on age, gender or experience to create a more relaxed atmosphere to encourage students to participate.
• If you already have standard “ground rules” in place for managing inclusive and respectful
discussions in the classroom, refer to them at the beginning of the session as you explain that you will be discussing important but sensitive issues.

- If you do not already have such ground rules, can you develop them with your students? This will help them to exercise their critical thinking and empathy skills and they will have more ownership and commitment to respecting the rules. The rules can be illustrated and displayed in the classroom for regular use.
- Provide an opportunity for students to feed back from their group work and to ask any questions.
- Offer them the chance to speak to you separately after the lesson if they’re worried about anything.
- Thank the students for their thoughtful/creative/interesting contributions and for listening to each other in a kind and respectful way.
- End on a positive, preferably fun note (age-appropriate song, dance, joke etc.)
Tips on how to use this pack

• Each week follows a different theme and is laid out in order.
• Please try to keep to the order as much as possible.
• Reminder: please can teachers fill out the pre club teacher survey before carrying out this pack.

** Please note, the following Nigerian English resources have been contextualised for Nigeria and are included in the back of this pack. They, along with other learning materials included at the back of this pack, will be used throughout the 5 weeks of this club. They have also been translated into Hausa, Igbo and Yoruba. Please visit our website worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/ or Facebook www.facebook.com/groups/624292384678945/learning_content/ to find the resources in these other languages.

• Introducing the Sustainable Development Goals lesson plan
• What World Do You Want in 2030 lesson plan
• Everyone Can Be A Goal Keeper lesson plan
• SDGs poster for Nigeria

We also refer to our animations in this pack which are available in Nigerian English, Hausa, Igbo and Yoruba on our website worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/ and on Facebook www.facebook.com/groups/624292384678945/learning_content/.
Pre-Questionnaire
For students in schools, communities and IDPs camps.

1. First Name

2. Age

3. Gender

4. Class

5. School/Community

Understanding the SDGs

6. Do you know what the SDGs are? Yes [ ] No [ ]

If you said YES to question 6, answer question 7

7. What are the SDGs? tick the right answers
   (a) They are the 10 goals [ ]
   (b) They are 17 sustainable development goals by the UN [ ]
   (c) They are goals for only people in Nigeria [ ]
   (d) They are only trying to solve one problem [ ]
   (e) They are only for children [ ]

8. Has anyone come to talk about the SDGs at your school? Yes [ ] No [ ]

9. Do you have clubs in your school? Yes [ ] No [ ]

10. What club do you belong to?

Priority Needs

11. When you see a problem in your school or community, do you try to make it better?
   (a) I never do that [ ]
   (b) I almost never do that [ ]
   (c) I sometimes do that [ ]
   (d) I usually do that [ ]
   (e) I always do that [ ]
12. How confident do you feel that you can solve a problem in your community?
   (a) Not at all – I have no idea where to start
   (b) Slightly
   (c) Quite
   (d) Very
   (e) Extremely

13. What problem(s) can you identify in your school or community? List below

____________________________________________________________________________________

14. How often do you discuss about the problems in your community with others?
   (a) Not at all – I have no idea where to start
   (b) Slightly
   (c) Often
   (d) Always

15. What are the skills you want to develop in this club? Choose three (3) and order your choices by priority 1-3 with 1 being your highest priority and 3 being your lowest priority.
   (a) Leadership
   (b) Problem solving
   (c) Communication
   (d) Creativity
   (e) Team work
   (f) Resilience

**Best Methods**

16. How would you like to learn about the SDGs? Please number each of the options below from 1-5 with 1 being your highest priority and 5 being your lowest priority.

   Songs
   Essays
   Drawing
   Team activities
   Competition
   Other (please specify)
Our suggested club curriculum:

WEEK 1
Learning outcome for students – I know what the SDGs are and why they are needed

Resources to be used:

- Introducing the Sustainable Development Goals lesson plan (30 minute version) - cdn.worldslargestlesson.globalgoals.org/2019/07/1.-Introducing-the-SDGs-NE1.pdf
- Animations 1 and 2 - worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/
- CEDSI Sketch book
- Pre-club survey- Pre-Questionnaire for students in schools, communities and IDPs camps.
- SDGs poster for Nigeria - cdn.worldslargestlesson.globalgoals.org/2019/07/1-ENG-POST.pdf
  (please display throughout the club on the classroom wall or other relevant space)

Suggested structure for 2 hours:

- **Step 1**
  - Pre-club survey – Pre-Questionnaire for students in schools, communities and IDPs camps. (15 minutes)
  - Introduce students to the competition and explain that at the end of week 5 they will propose their ideas. (15 minutes) www.club17africa.org
  - Warm-up ‘getting to know you’ ice breaker activities (for the teacher to decide.) (15 minutes)
- **Step 2** – Discuss what the students think are the biggest problems in the world.
- **Step 3** – Introduce the SDGs (watch both animations, look at the sketch book and discuss the poster.)
- **Step 4** – Reflection time linking to competition (questions/ clarification/ testing students knowledge from today.) (15 minutes)
WEEK 2

Learning outcome for students - I understand at least one SDG in depth

We suggest choosing Goal 5 Gender Equality as the goal to hone in on. If you prefer to choose a different SDG, please adapt this week’s structure appropriately.

Resources to be used:

• SDGs poster for Nigeria (please display throughout the club on the classroom wall or other relevant space) cdn.worldslargestlesson.globalgoals.org/2019/07/1-ENG-POST.pdf
• CEDSI Sketch book
• Gender equality survey for students to complete and review cdn.worldslargestlesson.globalgoals.org/2016/07/Project-Pack-11.pdf

Suggested structure for 2 hours:

• Step 1 – Quick re-cap of last week, students share what they learned last time with a partner/with others. (15 minutes)
• Step 2 – Reveal which SDG you want to talk about today and look at the sketchbook of that SDG.
  ◦ Quick discussion on whether students think the lives of boys and girls are the same in their community. If not, why not?
  ◦ What are the similarities and differences? (15 minutes)
• Step 3 – (30 minutes)
  ◦ Separate the boys and girls and where possible partner girls with boys. Ask the pairs to draw what they think each other’s futures will be. E.g. if you are a girl you draw what a boy’s future will be. If you are a boy, you draw what a girl’s future will be. Don’t show your partner what you have drawn.
  (Things to think about – what job will they do when they grow up? Where will they live? Who will they live with? What will they do in their free time? Will they have a family? Will they be married?)
  ◦ Choose a few students to reveal their drawings to the class,
  ◦ Ask students if they have any questions about student drawings. Are there any common themes from the drawings that they have noticed? Why do they think this has happened?
  ◦ Are there common answers which occur?
• Step 4 – If you have time ask students to complete the survey project and create their own gender ratio. cdn.worldslargestlesson.globalgoals.org/2016/07/Project-Pack-11.pdf.
• Step 5 – Reflection time, linked to the competition. (45 mins)
  ◦ Ask students whether they think their experience of being a boy or girl today is different than it was for their parents or grandparents? Why is that?
  ◦ Ask students to try and clearly describe any issues that they feel still exist in being a boy or a girl where they live.
  ◦ Ask students to try and develop some ideas of what they could do to change things.
  ◦ Could these ideas become a project for the competition?
  ◦ Before finishing ask students if they have any questions or need clarification on anything before asking them a few questions to test their knowledge from the session.
WEEK 3

Learning outcome for students - I can identify the problems and opportunities in my community (and Nigeria) and how they link to the SDGs.

Resources to be used:

- SDGs poster for Nigeria (please display throughout the club on the classroom wall or other relevant space)  
  cdn.worldslargestlesson.globalgoals.org/2019/07/1-ENG-POST.pdf
  (only available in English)
- CEDSI Sketch book

Suggested structure for 2 hours:

- **Step 1** – Quick re-cap of last week, students share what they learned last time with a partner/ with others. (15 minutes)

- **Step 2** – Linking back to the problems the students discussed in week 1 or week 2, EITHER spend 30 minutes walking around your local area/ school/ somewhere close to identify problems in the community OR if this will be too difficult to do, spend the 30 minutes in the classroom discussing the problems students see each day in their local area/ school/ community. Separate students into smaller groups to discuss the issues they think are most important. Assign a speaker for each group who will present their reasons why this issue should be the main one discussed. Use the Community Action Lesson Plan to guide your walk and discussion.

- **Step 3** – Once the nominated person in each group has spoken about the issue they think is most important, shortlist to three problems that everyone can then vote on. The problem with the most votes is the problem that this club will work towards taking action for (as their competition idea/ solution) – REMEMBER to link this to the SDGs. (30 minutes)

- **Step 4** – Reflection time linking to competition -now you’ve decided what the problem is you want to solve, brainstorm some ideas about how you could solve it (30 minutes). Ask students to think about who they could speak to about this issue in their community e.g. parents, community leaders. Has this problem always existed? When did it start getting worse? Ask other people for their ideas.

  - Questions/ clarification/ testing students knowledge from today. (15 minutes)
WEEK 4

Learning outcome for students – I can take an action to become a Goalkeeper

Resources to be used:

- SDGs poster for Nigeria (please display throughout the club on the classroom wall or other relevant space) [cdn.worldslargestlesson.globalgoals.org/2019/07/1-ENG-POST.pdf](http://cdn.worldslargestlesson.globalgoals.org/2019/07/1-ENG-POST.pdf)
- Goalkeeper lesson plan - [cdn.worldslargestlesson.globalgoals.org/2019/07/1.-Goal-Keeper-NE2.pdf](http://cdn.worldslargestlesson.globalgoals.org/2019/07/1.-Goal-Keeper-NE2.pdf)
- CEDSI Sketch book
- Animation 3 - [worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/](http://worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/)

Suggested structure for 2 hours:

- **Step 1** – Quick recap of last week and the issue students decided to take action on, students share what they learned last time with a partner/ with others. Students share any tips or thoughts they asked from other people about their chosen issue. Share these with the class. (15 minutes)
- **Step 2** – Now use the Goalkeeper lesson for Steps 2 and 3 (1.25 hours):
  - **Step 2** – Show animation 3.
    - Discuss if students feel they can take action, if not – spend some time discussing what they think it might be that is holding them back – do they feel like Goalkeepers?
    - What things would they like to take action on in their community (and/ or country)?
    - What SDGs do these relate to?
  - **Step 3** – Students identify what being a Goalkeeper is.
    - Look at the case studies of young people in the Goalkeeper lesson plan. Discuss.
    - Can students think of other Goalkeepers?
    - What similarities do students have between themselves and the Goalkeepers discussed?
    - Choose 5 characteristics from the back of the Goalkeeper lesson plan. Give each characteristic to a student. Five students stand at the front and all the other students have to go and stand by one of the five people they think is most like them based on that characteristic.
    - Next separate the class into groups – try and make sure that there is one person from each of the 5 different characteristics in each group. Ask them to spend some time brainstorming on how to take action for their community problem.
  - **Step 4** – Reflection time linking to competition (questions/ clarification/ testing students knowledge from today.) (30 minutes)
    - Can students make real world connections and examples between the SDGs and their lives?
    - What skills do they have and what actions could they take to tackle the problem they identified that they want to solve for the competition?
    - Try to shortlist 3 solutions for the problem to re-visit next week.
WEEK 5

Learning outcome for students – I can draw the Nigeria I want to see in 2030 where the SDGs have been achieved.

Resources to be used:

• SDGs poster for Nigeria (please display throughout the club on the classroom wall or other relevant space) worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/
• SDGs Club Challenge submission form
• Final survey - Post-Questionnaire for students in schools, communities and IDPs camps

Suggested structure for 2 hours:

• Step 1 – Re-cap of last 4 weeks, students share what they have learnt with a partner/with others. (20 minutes)
• Step 2 - Using the guidance in the lesson plan, students draw the Nigeria they want to see in 2030 with the SDGs being achieved. (40 minutes total)
  ◦ Each group explain and talk through their drawings with the rest of the class.
• Step 3 – Students choose their final solution for the problem they identified in their community for the competition. (40 minutes total)
  ◦ Students discuss why they chose their solution.
  ◦ Students submit their entry to the teacher using the SDGs Club Challenge submission form
• Step 4 – Final survey and wrap up. (20 minutes)
Completing your club obligations

You have now completed the pack, please remember to go back to your manual to complete the post-survey for teachers. By now you will have completed 5 weeks of SDGs learning activities.

Don’t forget to follow the guidance for entering your student ideas into the competition.

Please ensure that all pre and post surveys are completed at the appropriate time by both students and teachers and submitted for evaluation.
SDGs Club Challenge submission form

I. The title of the project

II. The target Goal it falls under

III. The problem

IV. The Solution

V. The target beneficiaries

VI. What makes your solution unique

VII. How do you plan to sustain this solution

VIII. Cost of Solution

IX. What evidence will you collect to show that your solution has been effective?

X. Project description and conclusion
Post-Questionnaire
For students in schools, communities and IDPs camps.

This Questionnaire seeks to gain insight into your present level of understanding of the Sustainable Development Goals (SDGs), to identify the gaps, areas of priority and best methods for deploying lessons.

1. First Name ________________________________
2. Age ________________________________
3. Gender ________________________________
4. Class ________________________________
5. School/Community ________________________________

Understanding the SDGs

6. Do you know what the SDGs are?  
   Yes ☐  No ☐  
   
If you said YES to question 6, answer question 7

7. What are the SDGs? Tick the right answers
   (a) They are the 10 goals ☐
   (b) They are 17 sustainable development goals by the UN ☐
   (c) They are goals for only people in Nigeria ☐
   (d) They are only trying to solve one problem ☐
   (e) They are only for children ☐

Priority Needs

8. How did it make you feel making a plan to solve a problem in your community?
   (a) Inspired ☐
   (b) Bored ☐
   (c) Helpful ☐
   (d) Motivated ☐
   (e) Sad ☐
   (f) Frustrated ☐
   (g) Engaged ☐
   (h) Helpless ☐
   (i) Indifferent ☐
   (j) Happy ☐
   (k) Confused ☐
9. Do you think you understand your community and its issues better now?
   (a) Definitely
   (b) Quite a lot
   (c) A bit
   (d) Not really
   (e) Not at all

10. How important do you think it is that the SDGs are achieved?
   (a) Extremely
   (b) Very
   (c) A bit
   (d) Not really
   (e) Not at all

11. Will you tell other people about the SDGs?  Yes ☐  No ☐

12. After taking this club and making your action plan, do you think you will take more actions for the SDGs? Yes ☐  No ☐

13. Do you think you have learnt any new skills? Choose three (3) and order your choices by priority 1-3 with 1 being what you learnt the most
   (a) Leadership
   (b) Problem solving
   (c) Communication
   (d) Creativity
   (e) Team work
   (f) Resilience

   Best Methods

14. How did you learn about the SDGs? Number the options below 1-5, 1 being what you did the most of and 5 being what you did the least of.
   Songs ☐
   Essays ☐
   Drawing ☐
   Team activities ☐
   Competition ☐
   Other (please specify) ☐
The Song Lyrics-SDGs Club Anthem

1. We are the Future
   We are the One
   We’ll work together to change the world
   And when we rise
   We’ll make a difference
   To make the world a better place

   Chorus
   Club17!
   Let’s Lift Africa
   Club17!
   Leave money behind
   We’ll work together
   Push for SDGs
   Club17!
   Yes we are one

2. We youths are standing
   Against the vice
   Inequality
   And Poverty
   We must have Peace
   And Prosperity
   And share a world that’s clean for all

   Chorus

   Club17!
   Let’s Lift Africa
   Club17!
   Leave none behind
   We’ll work together
   Push for SDGs
   Club17!
   Yes we are one
Teacher and Volunteer Appreciation

Indeed, achieving the SDGs is a task that must be done. With your support we have been able to add one more voice to awareness, advocacy and action. Taking action has directly added to Africa’s performance indicators and a sure way to make the world a better place.

So the entire team say thank you to you and all in your schools, communities and IDP camps who have dedicated time to realise this vision. KEEP sharing the message and keep the dream alive as we leave no one behind towards agenda 2030.

Club17 Africa! Empowering children and youth for the SDGs.
Appendices

- Introducing The Sustainable Development Goals lesson plan
- SDGs sketchbook
- SDGs poster
- Gender Equality lesson plan and project
- Community Action Plan
- Everyone Can Be A Goalkeeper lesson plan
- What World Do You Want in 2030 lesson plan
The Sustainable Development Goals (SDGs)

“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 Sustainable Development Goals

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

Learning outcome
Learners can explain what the SDGs are and why they are important.

Preparation
If possible print and display the SDGs at the front of the room or on a screen 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 SDGs visit www.globalgoals.org

For:
• Advice on how to teach the SDGs
• An SDGs booklet written for children
• More lesson plans to dig deeper into the SDGs and a link to additional resources
• A gallery of SDGs images
• Help with encouraging children to take action

Visit http://worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/

Total time: 30 mins
Age Range: 11+ year olds
Introducing the SDGs

Introduction

Explain that you are here to talk about the Global Goals or the Sustainable Development Goals (SDGs) (these are the same thing). 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 so for example you could say “Imagine you have been given the power to change things, what would you change in your community, society and country?”

In pairs, students try and 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.

SDGs

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

In a classroom for example, 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 SDGs and their numbers written on it. When someone mentions a problem tackled by their Goal they turn around.

Understand the SDGs

Students watch Sir Ken Robinson’s animation on large screen, computer screens or group together to watch on a mobile phone http://worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria. Students could also read a comic book from www.globalgoals.org/worldslargestlesson, scrolling through each frame on mobile phone or tablet.

Activity

1. To end the lesson, ask each student to write a sentence reflecting their views on the SDGs and what they mean to them. Restrict the amount of words students are allowed to use to create a tweet to Twitter: @WorldsLessonNG #WorldsLargestLessonNG

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 SDGs. Collect the squares and make a display at school, share it with us on Facebook.
Problems faced by people today (used 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
- A mono economy (crude oil)
- 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
- 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
- Lack of empathy and kindness
- Population growth
- Obesity
- Corruption and injustice in high and low places in search of wealth and materialism
- Racism
- Breakdown of communities
- Societies or Countries not working together to agree on anything
Introducing the Sustainable Development Goals

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. AFFORDABLE AND CLEAN ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE AND JUSTICE
17. PARTNERSHIPS FOR THE GOALS

Appendix 2
Appendix 3: Introducing The Sustainable Development Goals
#SDGSketch
A Club17Africa Project

In collaboration with Dr. Mina Ogbanga - Sketchnotes by Mauro Toselli
Aim of #SDGSketch Prj is to create AWARENESS
improve KNOWLEDGE on SDGs amongst YOUTHS
17 GOALS & 169 TARGETS

SDGs is a UN program.
https://sustainabledevelopment.un.org

From the website:
"On September 25th 2016, countries adopted a set of goals to END POVERTY, PROTECT THE PLANET and ENSURE PROSPERITY FOR ALL as part of a new Sustainable Development Agenda..."

"For the Goals to be reached, Everyone needs to DO THEIR PART..."

Sketchnote by @xLontrax 2016 see more on #Club17Africa CC BY
GOAL 1: End poverty in all its forms everywhere

By 2030

No more EXTREME POVERTY

50% LESS People living in POVERTY

MOVE RESOURCES from various Sources to make them AVAILABLE TO END POVERTY

Run systems to FIND, MEASURE and TRACK POVERTY

Create a sound policy framework based on strategies that look after the POOR and GENDER-SENSITIVE to facilitate investments in Actions to End Poverty

All men and women, in particular the poor and the vulnerable, have EQUAL RIGHTS to ACCESS ECONOMIC RESOURCES and BASIC SERVICES

PROTECT the Poor to EXTREME CLIMATE and other Shocks and Disasters

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info: https://sustainabledevelopment.un.org/sdg1
GOAL 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

By 2030

- Double agriculture productivity and income of small-scale food producers
- Sustainble production system

By 2020

- Maintain genetic diversity of seeds
- Limit extreme food price volatility

Stop malnutrition

Food for everyone all year long

Rural infrastructures

More investments & international cooperation

FAIR

More investments & international cooperation

Agricultural research

Correct and prevent trade restriction and distortion

Proper functioning of food commodity markets

Access to food markets information
GOAL 3: Ensure healthy lives and promote well being for all at all ages

By 2030

- End Epidemics
- Universal access to sexual and reproductive health-care services
- Strengthen prevention and treatment of substances abuse
- Reduced by 1/3 premature mortality from non-communicable diseases
- 100,000 live births
- 1,000 live births

Global Maternity Mortality Ratio down to less than 70 per 100,000

Neonatal Mortality at least as low as 12 per 1000

Under-5 Mortality at least as low as 25 per 1000

Universal Health-Care COVERAGE

By 2020, 50% less Global deaths and injuries by car accidents

Implement FCTC WHO Framework Convention for Tobacco Control

Support R&D of Vaccines and Medicines

Finance health workforce growth in developing countries

Improve early warning, risk reduction, management of Health Risks

Sketchnote by @xLontrax 2016 see more on Club17Africa CC BY

Info → https://sustainabledevelopment.un.org/sdg3
GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

By 2030

- All girls and boys complete free and quality primary and secondary education
- All girls and boys access pre-primary education
- Access to tertiary education for all men and women
- More youths and adults with relevant skills
- All learners acquire knowledge and skills to promote sustainable development among others
- Eliminate gender disparity in education
- All youths and a substantial proportion of adults achieve literacy and numeracy
- More qualified teachers, specially in developing countries

Build and Upgrade education facilities child, disabilities and gender sensitive

Expand globally the number of scholarship available in developing countries

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Info ➔ https://sustainabledevelopment.un.org/sdg4
GOAL 5: Achieve gender equality and empower all women and girls

- Eliminate all forms of violence against all women and girls
- Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making
- Eliminate all harmful practices
- Ensure the use of enabling technology to promote the empowerment of women
- Ensure universal access to sexual and reproductive health and reproductive rights
- Undertake reforms to give women equal rights to economic resources
- Adopt and strengthen sound policies and enforce legislation for the promotion of gender equality

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#SDGSketch is a project by @Club17Africa http://club17africa.org in collaboration with @xLotrax and @DrMinaOgbang
GOAL 6: Ensure availability and sustainable management of water and sanitation for all

- Universal and equitable access to drinking water for all
- Adequate and equitable sanitation and hygiene for all

By 2030:
- Improve water quality, increase recycling and safe reuse globally
- Expand international cooperation and capacity-building support to developing countries in water activities and programs

By 2020:
- Protect and restore water related ecosystems

Implement integrated water resource management

Support and strengthen the participation of local communities in improving water and sanitation management

Sketchnote by @xLontrax 2016 see more on Club17Africa CC BY
Info: https://sustainabledevelopment.un.org/sdg6
GOAL 7: Ensure access to affordable, reliable, sustainable and modern energy for all

By 2030

- Universal access to affordable, reliable and modern energy services
- Substantially increase the share of renewable energy in the energy mix
- Enhance international cooperation to facilitate access to clean energy research and technology
- Double the global rate of improvement in energy efficiency
- Expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries

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Info: https://sustainabledevelopment.un.org/sdgs
GOAL 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

7%

- Sustain per capita economic growth, in particular, at least 7% gross domestic product/year in least developed countries
- Achieve higher level of economic productivity through diversification, technological upgrading, and innovation
- Protect labour rights and promote safe and secure working environment
- Eradicate forced labour, modern slavery and human trafficking
- Promote sustainable tourism

Promote development-oriented policies and encourage the formalization and growth of micro-small and medium-sized enterprises

By 2030 achieve full productive employment for all women, men, young people and persons with disabilities

By 2020 reduce the proportion of youth NOT in employment, education or training


AID for TRADE

Strengthen the capacity of Domestic Financial Institutions

Increase Aid for Trade support in Developing Countries

Sketchnote by @xLontrax 2016 see more on #Club17Africa CC BY Info: https://sustainabledevelopment.un.org/sdg8
GOAL 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

- Develop quality, reliable, sustainable and resilient infrastructure
- By 2030 raise industry's share of employment and GDP
- Update infrastructures and retrofit industries to make them sustainable
- Facilitate sustainable and resilient infrastructure development in developing countries and small island developing States
- Support domestic technology development, research and innovation in developing countries
- Increase access to information and communication technologies to provide access to the Internet
- Enhance scientific research and technology, particularly in developing countries and, by 2030, encourage innovation
- Increase the access of small-scale industries and other enterprises to financial services

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GOAL 10: Reduce inequality within and among countries

By 2030 achieve and sustain income growth of the bottom 40% of the population.

By 2030 empower and promote the social, political and economic inclusion for all.

Ensure enhanced representation and voice for developing countries in decision making in global international and financial institutions.

Eliminate discriminatory laws, policies and practices.

Adopt policies, especially fiscal, wage and social protection policies to progressively achieve greater equality.

Encourage official development assistance and financial flow to States where the need is greatest.

Implement the principle of special and differential treatment for developing countries.

By 2030 reduce to less than 3% the transaction cost for migrant remittances.

Improve regulation and monitoring of global financial markets and institutions.

Facilitate orderly, safe, regular and responsible migration and mobility of people.

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#SDGSketch is a project by @Club17Africa http://club17africa.org in collaboration with @xLontrax and @DrMinaOgbang
GOAL 11: Make cities and human settlements inclusive, safe, resilient and sustainable

By 2030 ensure access for all to adequate, safe and affordable housing.

By 2030 provide access to safe, affordable, accessible and sustainable transport systems for all.

By 2030 reduce the number of death and people affected to economic losses caused by disasters.

By 2030 reduce the average per capita environmental impact of cities.

By 2020 increase the number of cities adopting the Sendai Framework for Disaster Risk Reduction.

By 2030 enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlements.

Strengthen efforts to protect and safeguard the world’s cultural and natural heritage.

By 2030 provide universal access to safe, inclusive and accessible green and public spaces.

Support least developed countries in building sustainable and resilient buildings with local materials.

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#SDGSketch

is a project by @Club17Africa http://club17africa.org in collaboration with @xLontrax and @DrMinaOgbang a
GOAL 12: Ensure sustainable consumption and production patterns

- Implement the 10 year-framework of programmes on sustainable consumption and production
- By 2030 halve per capita food waste at the retail and consumer level
- Promote sustainable public procurement practices
- By 2030 ensure that people everywhere have the relevant information and awareness about sustainable development
- By 2020 achieve the environmentally sound management of chemicals and all wastes throughout their life cycle
- By 2030 achieve the sustainable management and efficient use of natural resources
- Encourage companies, especially large and transnational companies to adopt sustainable practices
- By 2030 substantially reduce waste generation through prevention, reduction, recycling and reuse
- Support developing countries to move toward more sustainable patterns of production and consumption
- Develop and implement tools to monitor sustainable development impacts for sustainable tourism
- Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption

Sketchnote by @xLontrax 2016 see more on #Club17Africa CC BY Info ➔ https://sustainabledevelopment.un.org/sdg12
GOAL 13: Take urgent action to combat climate change and its impacts

Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

Integrate climate change measures into national policies, strategies and planning

Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

Implement development countries commitment to United Nations Framework on Climate Change to mobilize jointly $100 billion/year by 2020 to fully operationalize the Green Climate Fund

Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries

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Info: https://sustainabledevelopment.un.org/sdg13
GOAL 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

By 2020 sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts.

By 2025 prevent and significantly reduce marine pollution of all kinds.

By 2020 effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing.

Provide access for small-scale artisanal fishers to marine resources and markets.

By 2020 conserve at least 10% of coastal and marine areas.

By 2020 prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing.

Increase scientific knowledge, develop research capacity and transfer marine technology taking into account Intergovernmental Oceanographic Commission guidelines.

Minimize and address the impact of ocean acidification, including through scientific cooperation at all levels.

By 2025 increase economic benefits to Small Islands developing States and least developed countries from the sustainable use of marine resources.

Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS.

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GOAL 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss.

By 2020 ensure the conservation, restoration and sustainable use of terrestrial and inland fresh-water ecosystems.

By 2020 ensure the conservation of mountain ecosystems, including their biodiversity.

Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources.

Reduce the degradation of natural habitats.

Take urgent action to end poaching and trafficking of protected species.

By 2020 introduce measures to prevent the introduction and reduce the impact of alien species.

Integrate ecosystem and biodiversity value in national and local planning.

By 2030 combat desertification and restore degraded land and soil.

Financial Resources to:
- Conserve and sustainably use ecosystems and biodiversity
- Sustainable forest management
- Combat poaching and traffic of protected species

By 2030 promote the implementation of sustainable management of all types of forests.

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GOAL 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

- Reduce all forms of violence and related death rates everywhere
- End abuse, exploitation, trafficking and all forms of violence against and torture of children
- By 2030 reduce illicit financial and arms flows and combat all forms of organized crimes
- Ensure equal access to justice for all
- By 2030 provide legal identity for all including birth registration
- Ensure responsive, inclusive, participatory and representative decision making at all levels
- Broaden and strengthen the participation of developing countries in the institutions at global level
- Strengthen relevant national institutions including through international cooperation for building capacity to prevent violence and combat terrorism and crime
- Ensure public access to information and protect fundamental freedom
- Promote and enforce non-discriminatory laws and policies for sustainable development

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Info: https://sustainabledevelopment.un.org/sdg16
GOAL 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

**Finance**
- Mobilize additional financial resources for developing countries
- Domestic resource mobilization
- Adopt investment promotion regimes for least developed countries
- Develop domestic capacity for tax and other revenue collection

**Trade**
- Help developing countries implement fully their official development assistance commitments
- Universal, rules-based, open, non-discriminatory, equitable multilateral
- Increase the export of developing countries
- Implement duty-free and quota-free market access on a lasting basis for least developed countries

**Capacity-Building**
- Assist developing countries in attaining long-term debt sustainability
- Develop capacity-building for sustainable development

**Systemic Issues**
- International support
- Regional cooperation
- Science, technology, innovation
- Access to science
- Enhance global macroeconomic stability
- Respect country's policy space and leadership to establish policies for poverty eradication & SDGs
- By 2030 enhance capacity-building support to developing countries
- By 2030 build on existing initiatives to develop measurements of progress on sustainable development

**Technology**
- Disseminate
- Diffuse
- Operationalize
- Develop
- Environmentally sound technologies
- Transfer
- Tech bank
- Enabling tech
- Enhance policy coherence

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SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD

Aim of #SDGSKetch Prj is to create AWARENESS, improve KNOWLEDGE on SDGs amongst YOUTHS

in 3 Simple Steps

1. Download the free #SDGSKetch ebook
   - www.Club17Africa.org
   - www.maurotoselli.com/sdgsKetch.html

2. Build your Knowledge and create awareness. Read the ebook and find:
   - what resonate with you
   - fields where you can make something
   - aspects that impact your life
   - visit SDG website to know more

3. SHARE
   - Choose any of the SDG Sketches that resonate with you and SHARE, SHARE, SHARE amongst your NETWORKS & Stakeholders!

#SDGSKetch
is a project by @Club17Africa http://club17africa.org in collaboration with @xLontrax and @DrMinaOgbanga

Everyone needs to do their part

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Info: https://sustainabledevelopment.un.org/sdg
THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. AFFORDABLE AND CLEAN ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE, JUSTICE AND STRONG INSTITUTIONS
17. PARTNERSHIPS FOR THE GOALS

SUSTAINABLE DEVELOPMENT GOALS
PROJECT BRIEFING

WITHOUT LESSON PLAN

From Where I Stand
A Gender Equality Project For the Global Goals

PROJECT BRIEFING
What does Gender Equality mean?

In the world today and as defined within the Global Goals, Gender Equality means:

- End all forms of discrimination against all women and girls everywhere.
- End all forms of violence against women and girls.
- End all practices and traditions that may impair the physical, mental and sexual health of women and girls.
- Recognize and value women’s work at home. Encourage women and girls to have equal opportunities to be heard and to have real opportunities to participate in all political, economic and public spheres.
- Protect women’s rights to sexual and reproductive health.
- Promote policies and laws to ensure gender equality including reforms to give women equal access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources. End all forms of discrimination against all women and girls everywhere.

This project enables you to think about and contribute to encouraging women and girls to have equal opportunities to be heard and to have real opportunities to participate in all political, economic and public spheres.

Did you know....

- In August 2015, 21 women in the whole world were heads of state or heads of government out of 193 countries in the world – that’s a gender ratio of 11 : 89 women : men
- In the whole world, only 22% of the people elected to represent in national governments are women – that’s a ratio of 22 : 78 women : men (statistics taken from the UN Women website)

If the ambition is that by 2030 women will be equally represented in these positions as men. Then we’ve a long way to go.

Watch this video from Emma Watson: https://vimeo.com/174213067

If this is not possible read the following:
The statistics you've just read demonstrate that we are far away from reaching Gender Equality.

The World’s Largest Lesson, UN Women’s HeForShe initiative, UNICEF, governments and all the organisations supporting the Global Goals believe that one thing that would make a difference is if all girls and boys grow up feeling that they can achieve anything. And one way to make this happen is if everyone has strong role models and leaders to look up to in their communities - showing them what’s possible.

It could be easy to assume that this is already happening in many parts of the world – but is it really? How often do we stop and really think about the balance of men and women making the decisions and doing the jobs that most influence our lives? Are we really moving towards an equal world, where there’s an equal number of men and women who work as doctors, newsreaders, politicians, police, bosses, judges – and all those sorts of things.

The only way to create change is to know the facts - to know where we’re starting from. So they are asking you to take part in a really interesting project to measure where things actually stand with gender equality here where we live.

It’s really easy to do. The idea is you fill in a form and calculate a ratio based on your findings.

Once that’s done you can complete a poster to show the balance or imbalance between women and men. You can then join others around the world and contribute that data and knowledge to the World’s Largest Lesson, and help build a global story map showing what Gender Equality is like, right now in 2016 - so we can compare and be more aware of gender equality locally and globally!

You might need to ask a parent or care giver to help you share your data if you do not have access to a mobile phone or are too young to use social media.

Get started by completing the survey and then follow the instructions to complete your poster and share your results.
“From Where I Stand”

A Survey of Your Local Community Influencers and Decision Makers.

Fill in your survey by putting a cross in the relevant box.

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POLITICAL LEADERSHIP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Prime Minister / President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The person that represents you in your national parliament</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LOCAL LEADERSHIP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The local leader of your district or town council / tribal chief / head of county / mayor etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LOCAL COMMUNITY INFLUENCERS AND DECISION MAKERS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your head teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The boss of one of your parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The head of your local police</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your local bank manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsreader on the TV news channel you watch or the editor of the newspaper you read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lead singer of your favourite song</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The coach of your sports team (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your religious/spiritual or pastoral leader (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Some people may not identify as either of these particular genders, you can add an inclusive third column if you wish.
From Where I Stand

These are my results of a survey looking at the ratio of community influencers and decision makers who are female & male.

@TheWorldsLesson #FromWhereIStand in #............................... my gender ratio is ..... : ..... #GlobalGoals
Instructions for completing your survey and poster

Calculate your gender ratio.
Total the number of crosses in each column and put that number in the bottom row. Add the column totals together. For example if you have answered every question then the sum of all the columns will be 12.

How to calculate your ratio:

\[
\frac{\text{Female column total} \times 100}{\text{sum total}} : \frac{\text{Male column total} \times 100}{\text{sum total}}
\]

So for example, if you answered all the questions and recorded 2 females and 10 males in your survey, your calculation would be:

\[
\frac{2 \times 100}{12} : \frac{10 \times 100}{12} = \frac{16.66}{83.33} = \frac{17}{83}
\]

Now express your ratio like this %females : %males e.g. 50 : 50 or 17 : 83

The sum of the two sides of your ratio should equal 100 and remember to put the female figure on the left, the male figure on the right.

Complete your poster

Fill in the boxes at the top of the poster
We want to know where you are but if you don’t want to include your name, that’s fine.

Take your ratio for the female side e.g. 17
Colour in the shape on the female side that represents 17% on the scale, this would be an approximate shape slightly smaller than the figure outline at the 20% mark.

Using a different colour do the same for the male side on the right.

Write your ratio clearly in the box below your image so that we can see it.

Share your results
Visit https://worldslargestlesson.globalgoals.org/FromWhereIStand and input your data onto the world map or take a photo of your poster and post it to us on Twitter, Facebook or Instagram. Accurately copy and complete this post to make sure we can capture your information.

.@TheWorldsLesson #FromWhereIStand in #[insert your country] my gender ratio is x:y (insert your gender ratio women : men) #GlobalGoals

Twitter: @TheWorldsLesson
Facebook: TheWorldsLargestLesson
Instagram: @theworldslesson
Turning Learning into Action
Starting a Community Action Plan

Overall Objective of the Lesson Plan
To use the Global Goals as a catalyst for students in identifying a local community issue that they want to help solve, and create an action plan to get started.

Specific Learning Outcomes
• Students will understand and learn about their community
• Students will create a community map
• Students will examine cause and effect relationships in the community interview
• Students will identify an issue of importance for a change project
• Students will demonstrate critical thinking skills in finding a solution to their community issue

Overview of the Lesson Plan
Step 1: Watch the World’s Largest Lesson Animation Part 3
Step 2: Connect the Global Goals to students
Step 3: Participate in a community walk (classroom based alternative available)
Step 4: Students map their community and identify an issue
Step 5: Students research an individual to interview for more information/advice
Step 6: Students generate and discuss different ideas to find a solution to their community issue
Step 7: Students create an Action Plan
Step 8: Students share their Action Plan with World’s Largest Lesson
Teacher’s Guide

There are many different ways of taking action for the Global Goals and this lesson plan is our suggested approach for students to start a Community Action Plan. Read through the whole lesson plan before beginning. Students will need to have an awareness and understanding of the Global Goals - a link to World’s Largest Lesson Part 1 animation which introduces students to the Global Goals can be found at https://vimeo.com/138852758 here.

A great way to introduce this project is by asking students to first identify what makes them a Goalkeeper (someone who takes action for the Global Goals) and to create a digital Goalkeeper portrait: worldslargestlesson.globalgoals.org/goalkeeperme

Ideas for Providing Structure to the Community Walk

This lesson involves taking students outside on a community walk to better understand and identify the problems within it.

• Decide on a physical boundary you would like to set for your class if you are taking them on a community walk. The size of which might depend on where you live, the age of students and ease of access to it.
• Plan and familiarise yourself with the community walk route before taking students.
• Plan how much time it will take, how many adults you will need to come with you and what students may need to bring with them for the walk.
• Complete a risk assessment for the community walk
• Seek guardian/parent permission for students to participate on the community walk if this is not already covered by your school safeguarding policy.

In order to help students decide on their Goal focus for their action plan we have divided the Goals into two categories - a People focus or Planet focus. Within each focus there are a suggested list of issues that students might identify in their communities. These are not intended to be prescriptive.

Planet Focus (encompassing Goals 11,12,13, 14, 15) Issues that students might want to focus on here include: Climate Change, Severe Weather, Ocean acidification, Renewable Energy, Over-consumption (food, plastic, natural resources), Overfishing, Endangered Animals, Deforestation, Air Pollution

People Focus (encompassing Goals 1,2,3,4,5 & 10) Issues that students might want to focus on here include: Poverty, Inequality, Homelessness, Malnutrition, Refugees, Water Access, Sanitation, Gender Inequality, Child Marriage, Child Labour, Education, Health Care

Tips and Rationale for Teaching Outside

Before going on the community walk check the weather forecast to know what to bring on the walk. Suggested resources to bring with you and students are: Maps and plastic pockets (in case of rain), Basic first aid kit, Spare hats, Water, Risk assessment, Spare student activity sheets, Clipboards, sign in sheet, spare socks and gloves, sun cream, carry bags & rucksack, cameras or camera phones - it’s very useful to take photos of specific areas of the community for students to refer to once back in the classroom.

By going outside on a community walk, students will see firsthand the diverse opportunities and/or problems as well as gain a better understanding of their local community. There are also many other benefits of taking learning outside. In their 2018 survey, Outdoor Classroom Day https://outdoorclassroomday.org.uk/ asked teachers from 45 different countries a series of questions about outdoor learning. The teachers surveyed said that when they take lessons outdoors children are more:

• Engaged in learning (88% agreed)
• Better able to concentrate (68% agreed)
• Better behaved (65% agreed)
• 89% of teachers said that children are happier when they learn outdoors
Further Resources for a Community Walk & How to Map It

- For a more detailed approach to a Community Project visit the Jane Goodall Institute Canada

- For a one week lesson plan from Design for Change on how to implement a change project:

- Visit the Design For Change website (http://www.dfcworld.com/SITE ) for examples of action projects
  that students have already started

- Using Google Earth https://earth.google.com/web/ can be a great way for
  students to digitally explore their community

- Students can also create detailed digital maps of their community through the Google Maps portal.
  For video tutorials on how to use Google Maps for this see here:
  https://sites.google.com/mrpiercey.com/resources/geo/my-maps

Lesson Plan

Essential Question
How can we use our understanding of the Global Goals to improve our community?

Step 1: Watch the World’s Largest Lesson Part 3 Animation

Note: If it is not possible to watch the animation use the storyboard and animation script in
Appendix 1 to read aloud and show to students

Set the scene by watching a complete run through of World’s Largest Lesson animation Part 3
https://vimeo.com/266852848. (There will be time to stop and discuss in greater depth specific sections of the animation
throughout the lesson).

Step 2: Connecting the Global Goals to Students

Tell students: Now we are going to do some of the things that Astro Girl suggests.
Start the film again and use it to prompt the discussion here and in Step 3.

Stop the film when the narrator says “The best place to start is with the person you know best - YOU.”
Use this to prompt a classroom discussion, why might the best place to start to take action for the
Global Goals be you? Explain that this is a “Thunking Question” - a question which has no right or
wrong answers, it just asks people to think about an answer and be able to justify their opinion.

Continue playing the film and stop it again when the narrator says “What are you like as a person, what do you care
about, what’s really important to you?” Tell students to spend some time thinking about these questions. Then ask
students to share if any of them have already made personal changes that help to support the Goals. These can be
small personal changes that students may not realise are already helping to achieve the Goals!
Step 3: Community Walk

**Note:** If it is not possible to take students outside on a community walk, they can participate in the Guided Meditation instead (Appendix 2). This will help students understand the issues facing their community.

Tell students how personal changes can have an even bigger impact when looking at our community as a whole. That’s why Astro-Girl suggests the next step to creating a change project is to go out into our community with the Global Goals in mind. Ask students to think about the word community. *What do they think it means? Who lives in their community?* Invite students to Think, Pair and Share on some ideas. Remind students that animals and the environment are also part of our community - *why might this be important to think about?*

Before going outside, ask students to spend some time discussing their community - *are there any issues and problems they think exist already? If so, who is most affected by this? What has been done already to try and improve this? What Global Goal does this issue link to?*

Tell students the aim of going outside on a walk is to understand your community from a Global Goals point of view and to determine what works well in it and already contributes to the Goals and what could be improved.

To make the walk most productive you will need to provide some structure.

– Consider if you would like to focus on a theme or specific Goals. Refer to the Teacher’s Guide for ideas on this or ask the class if there is any specific theme they would like to investigate.

– Generate some questions that you want students to answer on their walk. See Appendix 3 for some ideas or challenge students to create their own questions and write these on their Community Walk Activity sheet (Appendix 4) before setting out.

Clearly communicate any rules for the walk and the expectations of student behaviour. Whilst on the walk ask students to record their answers and observations on their Community Mapping sheet. Remind them about the Global Goals as they walk. You could ask them to imagine they are looking at their community through Global Goals glasses - *which of the Global Goals can you see present in your community? Which ones are missing?* If they want to record what they see with photographs make sure that they ask permission if they take photos of people.

Ensure students complete point 3 of their Community Walk Activity Sheet - *Something I’d really like to see changed in my community* (Appendix 4) - as this will provide the initial discussion point for identifying the community issue.

Step 4: Mapping Your Community and Identifying the Issue

Once back in the classroom, ask students to discuss their answers to point 3 on their Community Walk Activity Sheet. *What are the student responses? Did anyone else have the same response? What other things did students notice? What did they identify as working well in their community? Did they see any Global Goals already working in their community? Which Goals could be improved?*

Explain to students that they are going to map their community to better understand it and to identify any issues within it. Students may want to draw their own map by hand or use Google Earth to plot key areas - (See the Teacher’s Guide for tips on how to map your community). For younger age groups, give an individual building, infrastructure or environmental feature to draw. These can then be joined up together to create a collaborative class map of the community.
Throughout the activity prompt students that the purpose of the activity is to identify an issue they would like to focus on to design a change project.

**Guidance on how to decide on the issue for the Community Action Plan**
- Ask students to think if this is an issue that they really care about and if it is important to them.
- Estimate how many people are affected by this issue and how many people could be impacted by the resolution of the issue.
- What would the knock-on effects of the resolution of this issue be?
- Does this issue affect all members of the community? Animals, environment and people.
- Is there anyone else already trying to solve this issue?
- Do other community members want this issue to be solved?
- What other questions/criteria do students think need to be asked to identify an issue?

**Step 5: Seeking Advice on the Issue**

Once a community issue has been identified divide students into groups to research individuals or community members that students would like to interview to learn more about the issue.

**Things for students to think about when deciding who to interview:**
- Who does this problem affect?
- Who will be impacted by this change project?
- Which figures of authority locally might have advice on this issue or might be able to help?
- Are any other organisations already working on this issue?
- Who needs to be involved in the change project process?
- How will students contact their interviewee?

Remind students of the line from the animation that explains “Sometimes it’s the quietest voices who have the best ideas” - is there anyone else we could ask?

Hand out **Appendix 5** for students to think about and complete the questions they want to ask their interviewee.

After the interview, come back together as a class and discuss what students have learnt. Are there any changes that students will have to make to their change project now they have heard another perspective? Have students’ opinions about the issue changed?

Make a note to keep the interview notes - quotes can be useful in persuading other people to help you.

**Step 6: Generating Ideas & Getting Creative**

Now that the issue has been identified and advice has been sought from a diverse range of community members, it’s time for the students to generate ideas on what action they can take.

Ask students What are some of the skills that we have in the class? How can we utilise these to create a change project? Divide the class into small groups to generate ideas on how to solve their community issue.

Hand out the Generating Ideas Activity Sheet **Appendix 6**. Explain that the young girl in the animation offers a plate of Global Goal cupcakes as if they are a plate full of ideas! Students should work individually to generate as many
ideas as possible in 5 minutes. Ask them not to evaluate either their own ideas or those from other people. The point is to generate ideas not to judge them as this will limit their creativity.

Next ask students to discuss in their groups all the ideas individuals came up with. Encourage them to be open minded and not defensive about their own ideas and help build on others ideas to make them better. Ask groups to narrow down their selections and choose their favourite idea to present to the class. Ask each group to present on the following questions:

- What does your idea involve?
- Can we implement this idea on our own?
- How many people do we estimate will be impacted by this idea?

Each group will then present their top idea to the rest of the class who will hold a class vote to decide which idea to move forward with for their Action Plan.

Finish this section by working as a class to define the problem they are aiming to solve using less than 20 words. Follow this by describing their idea or solution in less than 20 words.

**Step 7: Creating an Action Plan for the Global Goals**

20 mins

Once students have decided on their idea to solve their community issue, students will need to gather everything they have learned together to create their Action Plan.

Ask the class to describe what it will look like once we’ve achieved this? Then as Astro-Girl says we are going to have to work backwards. Pose a series of questions to students, these can either be answered individually, by the whole class or you may assign a question to each group:

1. Who do we need to help us with this action plan?
2. What do we need to do?
3. What skills do we have already that can help us and what else do we need?
4. How will we know if our plan is working? - what will we see and hear from people?

Hand out the Community Action Plan activity sheet (Appendix 7) for students to complete.

**Step 8: Sharing Your Action Plan**

10 mins

Sharing your action plan is the first step to making it happen.

Explain to students that when the governments from 193 countries met in New York in 2015 to agree on an action plan to make the world more equal, fairer and just they called it the Global Goals and they made it public and told the world about it. Explain that by making this plan public students are taking their first step in making change happen.

Take a photograph of the completed Community Action Plan Activity Sheet and ask students to upload it onto the World’s Largest Lesson Map [https://worldslargestlesson.globalgoals.org/map/index.html](https://worldslargestlesson.globalgoals.org/map/index.html).
Appendix 1: Script and Storyboard of Animation

As an alternative to watching the World’s Largest Lesson Part 3 Animation, read aloud the script to students and show them the animation stills.

Hello…..Hello…..it’s me again. Just catching up on these Global Goals. There’s a lot you can do to help get the Goals done if you get creative. But getting started can be hard. And…we all need a little nudge sometimes. Especially when the problems can seem enormous, from where you are standing.

I’m here to nudge you – and, funnily enough, the best place to start is right where you are standing with the person you know best – you. Lots of things you do in your life have an effect on the Goals. From what you buy, to what you eat, to how you treat other people. Even one little change will make a difference. And who knows – you might even start a chain reaction that ends up changing the whole world. So how do you decide what to do?

First spend a bit of time asking yourself some questions. What are you like as a person? What do you care about? What’s really important to you? Start a list of things you care about, and think about what you could change in your life that might help improve them. Maybe you love sea-life or having clean water for you and your friends to swim in. So, if you refuse to use a plastic water bottle, straw, or bag, you will stop them making their way into the sea when you throw them away.

Or maybe you care about getting a good education in a school that feels safe. So if you make sure you treat everyone with kindness and respect their rights, then others will follow your lead – and everyone will feel happy and ready to learn.

Or maybe you are thinking about the environment, and so you start eating less meat each week (if you eat meat at all that is). Or maybe it is something completely different, do some research and work out – what could it be?

Don’t forget to tell other people what you’re going to do, and maybe they’ll do the same. Suddenly…it’s a MOVEMENT! Then go out into your community with the Global Goals in mind and discover how it could be better. Find out by looking around you, and then looking some more.
Ask people what they think. Talk to lots of different people so you get a range of answers. Ask everyone – sometimes the quietest voices have the best ideas. And don’t jump to conclusions or leap on your first idea. Thinking more will make your ideas even better. You could work with friends or family as some things are difficult to do alone, and it’s nice to have a team.

Maybe your local park could do with a clean-up. Could you get some friends together to tackle it?

Maybe there are people where you live who are hungry. Could you organise a food drive? Maybe there are places you and your friends avoid because you don’t feel safe. How could you work together to change that?

Or maybe it’s something different. Do your research and work it out.

Imagine what it would be like when it’s done. Work backwards and think about all the changes that are needed. List all the people who need to be involved and get started! You’ll find some things work and some don’t – but it’s good to keep trying. Once you’ve achieved something locally, you’ll feel confident about thinking even bigger.

Now you know what you need to do to help. Take a deep breath. Jump in. And show how much you care.

I’m just saying.
Appendix 2: Guided Meditation

**As an alternative to a community walk:** Explain to the class that they are going to begin a guided meditation. This is an exercise where the students will be asked to think about the answer to some questions in their heads. Create a calm atmosphere - you may want to turn the lights off or play some music quietly. Encourage children to close their eyes or lower their gaze.

Tell students this guided meditation is going to be based on a normal school day. Read the script below slowly and clearly, taking time to pause between each paragraph.

*Imagine you have just woken up at the beginning of the day. What sounds can you hear outside? You get up and get dressed for school. Now think about how your journey to school. What do you see on your way to school? Do you see any birds, animals or water sources? How do you get there? Is it an easy and safe journey?*

*Now you have arrived at school. Is everyone able to get to school? As you enter the classroom what do you notice? Is everyone being kind to one another? You sit down and prepare for your lessons. Then it’s lunch time, what do you eat for lunch? Is everyone eating healthy food? What happens to the food that isn’t eaten? Do you see it thrown away in bins?*

*After lunch you go back to your classroom, has everyone been outside to play? Have you all had a chance to run around and have fun?*

*It’s later in the day and your teacher tells you it’s the end of the day. What happens to the classroom at the end of the day? Is there someone who is in charge of turning the lights off? It’s the end of the day and you run outside. You go and find your friends to go and play outside. Do you and your friends go to the same place after school everyday? Or do you do different activities each time?*

*Perhaps you want to go home straight away after school. Think about your journey home and what you pass. Do you pass lots of people? Do these people seem happy? Do you pass the same buildings and people on your way home from school? Is anything different from your journey to school in the morning from your journey back home in the afternoon? Has anything changed from the start of the day?*

*Now you are home again. What do you do when you get home? Is there anywhere you can go with your friends?*

*You have spent a day in your community was there anything you would like to see changed? What could be improved?*
Appendix 3: Suggested Questions for the Community Walk

Here are some suggested prompt questions to ask to bring a more focused approach to the student community walk.

Who lives in our community?
Do you ever do any work or play with other schools in your local area?
How many people do you see?
Does everyone have enough to eat?
Does everyone have somewhere safe to sleep?
Are all children going to school?
Does everyone have a safe access to school?
Are there clear signs on the roads?
Can everyone access the public transport?
Are all people treated equally in your community?
Are there any areas which you usually avoid going to?
Are there any resources that the community possesses that could be better utilised to meet the needs of the community members?
What issue do you think is the most important to solve? Why?
Is there anything else you notice?
Can you see any birds or animals?
Can you see any trees?
Can you see any natural flowing water?
Can you see any bins for recycling waste?
Can you see any rubbish?
Who is responsible for collecting the litter?
Is it easy to find clean water?
What does your school do with leftover food?
Does everyone have access to safe outdoor space to play in?
Is there somewhere outside where you can play with your friends?
Are there any areas that animals don’t go to? Why is that?
What issue do you think is the most important to solve? Why?
Is there green space and parks available?
Do people look happy?
Does everyone have a space to play outside?
Can you see any renewable energy sources?
Appendix 4: Community Walk Activity Sheet

Take this sheet with you when you go on your community walk. Here you can record your observations and answer the questions you set yourself. Your walk may even prompt some further questions you want to ask. You can note these down below.

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<th>Questions we want to ask</th>
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1. General notes/observations:

2. Things I really like about my community:

3. Something I’d really like to see changed in my community:
Appendix 5: Interviewing a Community Member

1. **Do your research on your interviewee** - do some background research on her/him so you know some information about them before they come in. This will help you to feel more confident and prepared and the interviewee will know you are serious if you have done your research.

2. **Have a list of interesting questions** - think about what you want to find out from your interviewee. What kind of answers are you going to get if you just ask closed questions (questions that only require a yes or no answer). Make sure you have lots of open-ended questions - these are more interesting and provide more opportunity for the interviewee to speak. Open-ended questions start with “How” or “Why” or phrases like “What do you think about…”

3. **Listen and be confident to go off script!** - It’s really important to listen to your interviewee as one of their answers might lead you to thinking of a new and interesting question on the spot.

4. **Recording responses** - Think about how you are going to record the answers to your questions. Are you going to write them down? Are you going to use a tape recorder or film?

My top questions to ask:

1

2

3

4

5

During the interview:

Notes to record responses to questions:

After the interview:

Are there any changes you would like to change about your idea after the interview?
Use this activity sheet to generate some ideas on how to solve your community issue. This is just the first step in finding a solution to your community issue so think as big, bold and creatively as you want! Write your idea by each one of the individual cupcakes.
Appendix 7: Global Goals Community Action Plan

Follow these 6 simple steps to start your Global Goals Community Action Plan!

1. What’s the problem?

2. What is our idea?

3. What skills do we already have that will help us?

4. How will we tell if our plan is working?

5. What will it look like when the problem is solved?

6. What’s the first step we’re going to take and when?

Share Your 6 Steps With Us!

@TheWorldsLesson  TheWorldsLargestLesson  @theworldslesson
Everyone Can Be A Goalkeeper!

Learning Outcomes

- Students will understand what makes a Goalkeeper for the Sustainable Development Goals (SDGs)
- Students will identify and understand the skills and knowledge they already possess to contribute to the SDGs
- Students will learn to justify their opinions

Wider Context of the Lesson Plan

This lesson plan aims to instil in students the belief that everyone has the potential to be a Goalkeeper and to take action for the Sustainable Development Goals (SDGs). By understanding everyone needs to be involved in the achievement of the SDGs, students will identify and appreciate the different skills of all individuals, as well as themselves. This lesson plan links to the key criteria of the 2018 OECD Pisa Assessment framework: Global Competence. Described as “the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.”


Resources

This lesson can be done with or without internet access.

With Internet access:
Camera or camera phones/laptops/ipads to upload photos of students to the Goalkeeper Me app.

Without internet access:
Pens, paints, materials for a collage, mirrors and the Goalkeeper Portrait activity sheet.
Note to Educators
This lesson involves students reflecting on their own skills, personality and knowledge by creating a Goalkeeper portrait. Some students may not feel comfortable with having their photograph taken and therefore can be asked to create a Goalkeeper portrait of another student or famous Goalkeeper for the SDGs. You might also see the SDGs referred to as The Global Goals. These are the same thing, use the terminology you prefer.

This lesson also involves uploading photos of students to the internet. Ensure this is in alignment with your school privacy and safeguarding policy and read the Terms and Conditions of the Goalkeeper app: http://cdn.worldslargestlesson.globalgoals.org/2018/06/goalkeeper-privacy1-1.pdf

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Odeogbola Ayodele, Adeeko Olalekan: Abeokuta Grammar School, Abeokuta & Baptist Boys’ high School Abeokuta (both in Nigeria)

Step 1: Activating Prior Knowledge 5 mins

Note: This lesson assumes that students have an awareness of the SDGs already. A link to World’s Largest Lesson Part 1 animation which introduces students to the Goals can be found at http://worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/

Ask the following questions for a quick recap of students’ SDGs knowledge. This can be done as a Think, Pair, Share or a whole class activity: What are the SDGs aiming to achieve? Why are they important? How many Goals are there?

Step 2: Identifying Who is Helping to Achieve the SDGs Already 10 mins

Ask students the question: Who is responsible for achieving the SDGs?
Possible prompts: Governments, NGOs/charities, the UN, businesses, schools, children, adults - EVERYONE!

Next ask the question: Do young people have a responsibility to achieve the SDGs?
Can young people make a difference to the SDGs?

Discuss some different answers and opinions and explain that even from a very young age, children and young people can have meaningful impact on the Goals. Watch the World’s Largest Lesson Part 2 animation (http://worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/) to see examples of ordinary young people taking action for the Goals. And/or you could show students examples from the World’s Largest Lesson interactive map and look at actions other young people are taking for the SDGs.

Explain that these people could be called Goalkeepers because they are standing up and taking action for the SDGs. They are ordinary people that care about making their schools, homes, communities and countries better for everyone to live in now and they care about protecting them for the future. They use the Goals as a way of linking their action to a Global plan to make the world fairer and more just. Students can read more about other young Goalkeepers from around the world in Appendix 1-4.
Step 3: Connecting The Skills That People Have To The SDGs

Note: In the following activity there are no right and wrong answers. The activity is designed to prompt discussion amongst students by asking open questions which challenge students to justify their ideas and opinions.

Read aloud/show the quote below from Goalkeeper Memory Banda (see Appendix 3 for more about Memory’s incredible work in achieving Goal 5).

“There are no superpowers for one to be a Goalkeeper, everyone can be a Goalkeeper by simply choosing any of the SDGs and starting to push for progress.”

Discuss this quotation as a class - do students agree? Explain that everyone has different skills and knowledge to achieve the Goals. It is how students use these to achieve the SDGs that is important. As a Goalkeeper decides to stand up and take action - even if they experience setbacks and disappointments they remain positive, optimistic and determined that the Goals will be achieved!

Show the ‘Making Connections Between the SDGs’ activity sheet (Appendix 5). This activity is to help students identify the type of skills that might be needed to achieve each of the Goals. Display the 15 green words suggested in Appendix 6 (you may wish to edit this list for your school setting). Pick one word to get started e.g creative. Write this in the first red rectangle in the middle of the activity sheet.

Next ask students - How would the skill of creativity contribute to the Goals? Which Goal(s) would be affected the most? Encourage students to justify their opinions and choices. Take a few suggestions from the class and connect creative with the chosen Goals by drawing a line from the word to all the relevant Goals.

Students can then complete the rest of the worksheet by choosing which other skills listed in Appendix 6 they think are the most important for achieving the Goals and connecting those skills to the Goals they think will most benefit.

Throughout the activity, stop the class to ask students which skills they have identified as most important. Ask students to share some of their opinions as to why they have selected a skill for a specific Goal.

Note: There are no right or wrong answers here as it may depend on what students feel. Some skills may even be relevant to all the Goals.

Challenge: Ask students why is it important that we have lots of different people with different skills, interests and knowledge to help achieve the Goals? Because the problems the world faces are enormous and varied and often there is not one solution or answer.

Step 4: Realising Individual Potential

The next step is for students to identify their own personal skills. Invite students to spend some time thinking about their answers to the following questions. They may want to confer with a partner for further suggestions.

1. What is special about you that makes you unique?
2. What about you means you have the potential to be a Goalkeeper?
3. What skills or characteristics do you already have that you could develop further to become a Goalkeeper?
4. What kind of person do you want to be when you are older?

Encourage students to think about and select as many words as possible. It is important to stress to students that they are not choosing words that describe physical appearance, but rather words to describe characteristics, skills and knowledge. As a prompt, you could refer to the words listed in Appendix 6.
Step 5: Creating a Goalkeeper Portrait

Next show the Goalkeeper Me app. Explain that students will need to select the 3 words that they believe can be most helpful to them as they take action for the SDGs. Use this opportunity to explain that it is about accepting everyone is different and that their different interests and ambitions are what is needed to achieve the SDGs. You could show some examples of Goalkeeper portraits: http://perfectdaylondon.com/projects/goalkeepers/

Students upload a photo of themselves on the Goalkeeper app website and can personalise their portraits according to colour and words. (See Appendix 7 for the full list of instructions).

Teachers could also demonstrate uploading a photo using multimedia or use own smartphone as an example (particularly in low cost schools.)

**Alternative:** If camera phones/cameras are not available provide mirrors and invite students to draw/paint or make a collage image of themselves. Students can then use this image and their 3 chosen words to create a Goalkeeper portrait (See the Goalkeeper Portrait template in Appendix 8). The Goalkeeper portraits can then be shown as a classroom or school display. Challenge students to think where else they could displayed. Where could they display their Goalkeeper portraits to help more people know about the SDGs?

Step 6: Now You’re Ready - Take Your First Action!

Once students have identified the skills and knowledge they already possess to become Goalkeepers, they are ready to take action for the SDGs! Ask students the following questions to discuss as a class:

- What actions can you start taking for the Goals today?
- What do you want to do for the Goals as a class?
- What questions do you have about the Goals?

Watch World’s Largest Lesson’s Part 3 Animation http://worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/ for inspiration on how to get started today!

Please share your Goalkeeper portraits with us! Join thousands of other young Goalkeepers by adding your learning to our interactive map. You can also tweet us Twitter: @WorldsLessonNG Facebook: @WorldsLessonNG Instagram: @WorldsLessonNG email: worldslessonnigeria@outlook.com

** Extension Activities: **

- Show students our Student Action tab on the World’s Largest Lesson website http://worldslargestlesson.globalgoals.org/ for inspiration on how to take action for the SDGs.
- Create a Community Action Project to help bring about change in the local community: http://worldslargestlesson.globalgoals.org/student-led-change-projects/
- Watch this short film (Vimeo link https://vimeo.com/268764152, Youtube link https://www.youtube.com/watch?v=ltfRvFoEYFg) - Please note this film is only available in English) about famous individuals from the past. Ask students the following questions: If the people in this video were still alive would they be GoalKeepers? Which Goals do you think they would stand for? What about these people means they are GoalKeepers? What characteristics might they have to have shown in order to achieve the remarkable feats they did? This could be set either as a homework or form the beginning of a history project looking at famous historical figures.
- Ask students to research other people from their own countries who they think should be called Goalkeepers. Ask students to prepare a short written piece detailing and explaining why they think they should be a Goalkeeper. What can students learn from these individuals? Could they be invited to come and speak at your school? Or help to inspire young people to take action?
- Anyone can create a Goalkeeper portrait! Encourage students to share this with their parents, families and friends to spread the SDGs message
- Ask students to explore and research the Goalkeepers event (https://www.globalgoals.org/goalkeepers) held each year. Who were previous guests and attendees? What actions did they take for the Goals to be achieved? Why are celebratory events like this important to achieve the SDGs?
Appendix 1: Examples of Young Goalkeepers from around the World

Olude Marvelous, Ernest Ogunyemi, and Amao David – Nigeria

Team Aqua is a team of three boys—Olude Marvelous, Ernest Ogunyemi, and Amao David—who came up with the idea of indigenizing the bio-sand water to provide portable water to people in their community. The indigenous bio-sand water filter project which they came up with makes use of locally available materials, which means that it is cheap and affordable, and it is currently in use in their school and in a number of households in their community.

1. What inspired you to take action for the SDGs?
Mainly, it was the environment. Living in a community where sanitation is probably a fantasy, a country where the number of people with clean and safe drinking water are far fewer than those who use smartphones. Add to that the fact that nobody seems to care, not because they don’t want to, but rather because they lack the wherewithal to. As a result, all we could think of was how we could, by our little contribution, cause a little change: a change that means families have portable water, and lives are saved.

2. What motivates you to keep going?
Our motivation, first, was the Beyond School Community Challenge, an initiative of the Mandela Washington Fellows Alumni in Nigeria, where the judges and many more people supported our project by: awarding us a cash prize, sharing experiences and telling us how we could improve. That was the start-up motivation, but daily our motivation is the impact, though little, the project has had and continues to have on our community, and how many young people are one step ahead to make moves too. Our first project, which was a bio-gas plant for the school laboratory, has always motivated us to keep working on the indigenous bio-sand water filter project.

3. Why do you think young people are important in helping to achieve the SDGs?
Our answer is “why-not”. Having met a whole lot of young people from all over Nigeria and many others from around the world who are helping to make the world a better place, one would only wonder what they can do in helping us all achieve the Goals. Young people possess a kind of magical spirit that gives them the will to pursue and achieve whatever it is they set their mind to achieve, despite the odds and hurdles that lace their path. Add to that the fact that the young people in the world today, almost two billion, are an enormous force. That there are so many of us here means: we play a major role in whatever happens in our world. Also, young people are very important because most of the SDGs are their goals. It is the young people who need Quality Education more, it is the young people who will be here to witness whatever does/doesn’t (depending on how we deal with it) befall the earth.

4. What does being a Goalkeeper mean to you?
To be a Goalkeeper to us is to live each day in a way that affects our community for good; it is the small joy that we feel knowing that somebody somewhere is safe; that girls and boys are not lost to the variety of water diseases that have killed most of our dreams in sub-Saharan Africa and in other parts of the world.
Comfort Ijaola, Victor Aromose and Alfred Adeyemi from Nigeria

Comfort, Victor and Alfred are K11th and K8th graders is a famous public high school in Southern Nigeria addressing teenage sexual violence in Nigeria through innovative means. The rate at which girls are assaulted and molested in their communities prompted the students to start a sustainable action plan as a high school. Students worked collaboratively to design the model for Just Nig Project. The Project is the first of its kind that launched Nigeria to be part of the Global Diamond Challenge as a World Finalist in 2019.

1. What inspired you to take action for the Global Goals?
As a team we found out that teenage girls around the world especially in Nigeria are facing a lot of challenges of which sexual assault and harassment is a major one. We found out that this problem skyrockets on a daily basis according to statistics. Also, personal experiences as well as peoples life stories have inspired us to take action for Goal 5 - Gender Inequality.

2. What motivates you to keep going?
Technology has been a major influence on the execution of our Goal, it has kept us going from the onset. Also the passion we have for this Goal is what keeps us going. Using the internet has allowed us to impact people on a global scale. An example of this is a website which we have created and has served as a major tool in achieving this Goal. The positive response from lives we save also keeps us going.

3. Why do you think young people are important in helping to achieve the Global Goals?
We are in the 21st century and the world is filled with young people. This sends a signal that the more young are involved in passion projects like this the more our society develops. In fact engaging in achieving goals like this should encourage more of our young people because passion is a major characteristic of young people.

4. What does being a Goalkeeper mean to you?
Being a goal keeper makes us aware of our society. To help our community where help is needed and to find like minded people to collaborate with in order to achieve the Goals effectively. This is a reflection of our partnership model with Saviours who are partners of Just Nig such as Counsellors, Human Right Activists, Therapists and the Media.
Memory Banda from Malawi

Memory is a tireless advocate to end child marriage. Memory refused to marry at a young age and instead worked with village chiefs to develop bylaws that help to protect young girls from entering marriage. Her work has led to the authorities increasing the legal age of marriage in Malawi to age 18.

To read more about Memory’s work, click here.

1. What inspired you to take action for the SDGs?
Well, growing up in one of the poorest countries is not an easy thing, especially for girls. We grow up having few or no choices, and less opportunities in life. It’s so sad that people grow up without knowing that they have basic human rights which needs to be safeguarded and defended. The most painful thing was to see my fellow young girls not speaking out for themselves whenever their rights are violated, or are facing any challenge in their lives. Education is one of the fundamental human rights, but most girls do not have it. When I saw child marriage happening within my family, friends, and within my community; I decided to step up for them. Child marriage is one of the devastating traditions that has affected so many girls who would have been productive citizens. I thought it’s high time girls are given equal opportunities to stay in school and participate in both social, political and economic activities.

2. What motivates you to keep going?
What motivates me to keep going is the progress that we are making. Girls are rising above their challenges and are challenging the status-quo. Girls are standing up for themselves and making a difference in their communities, they are becoming leaders, change makers; they are standing up for their rights. This shows that Gender Equality (Goal 5) is an achievable Goal.

3. Why do you think young people are important in helping to achieve the SDGs?
Young people are mostly affected by the limitations of each Goal, it is therefore important that young people are involved in every activity that affect their lives everywhere in the world. Without young people the Goals will not be achieved. The overall umbrella objective of the SDGs is to leave no one behind. Young people have to be a part of everything so that we make a sustainable foundation for the next generation.

4. What does being a Goalkeeper mean to you?
Being a Goalkeeper is being able to spot a social problem and know what to do and respond to it by taking the lead, and starting to think differently and believing yourself that change will happen. And there are no superpowers for one to be a Goalkeeper, everyone can be a Goalkeeper by simply choosing any of the SDGs and start pushing for progress. Change happens when there is passion, will, and action.
Appendix 4: Examples of Young Goalkeepers from around the World

Ndubuisi Uchea & Hayel Wartemberg
from the UK

Ndu and Hayel are the co-founders of Word on the Curb – a cultural insight agency devoted to understanding the stories, identity and culture of young people. Ndu and Hayel want to explore the misconceptions and stereotypes associated to different people across the world, developing Word On The Curb as a tool to do this, by providing a platform for people to share their stories and hear others. They in turn help brands and businesses by giving them a space in youth culture through insight and digital communication while at the same time providing young people with opportunities to learn and network within the creative sphere.

1. What inspired you to take action for the SDGs?
We both had the luxury of growing up in a culturally and ethnically diverse city, London. When we went to University in Manchester, we quickly learnt that despite this upbringing, we still had a fairly narrow-minded experience of the world and more importantly, the various cultures and identities which make it up. We felt that there was a chance to create a platform which explored the stories of different people from around Campus, and when we graduated we wanted to scale this to beyond University and Manchester. Having both first hand witnessed both overt and covert discrimination, we know the negative effects of not understanding different cultures and now more so than ever, we want to help curb these attitudes.

2. What motivates you to keep going?
Using video has allowed us to impact people on a global scale, creating content which has been viewed and shared on all four corners of the globe. An example of this is with a viral video we created called What I Wasn’t Taught In School. The video sees a college student challenge his teacher about the teaching of black history in schools. This video has amassed over 40 million views across various social platforms and we continue to receive emails from Lesotho to Louisiana telling us about the positive impact the video has had on individuals, schools, family members and communities. We both had individual family members from Nigeria and Ghana sending us the videos on Whatsapp without realising we had produced it! It’s responses like this that motivate us to keep going.

3. Why do you think young people are important in helping to achieve the SDGs?
There are more young people in the world than ever before (approximately 2 billion people between 10 and 24). This means engaging with them shouldn’t just be seen as important, it should be a prerequisite to the journey of achieving the Goals. Young people are often the trend setters, we had Whatsapp and Facebook before our parents did, and we teach them how to use it. Therefore the impact of engaging young people with the Goals is far reaching.

4. What does being a Goalkeeper mean to you?
Being a Goalkeeper is a daily reminder of the obligation we have to help the community be a better environment for us all to live and exist with each other. The community of like-minded other Goalkeepers allows us to work collaboratively and not be overwhelmed by the ambitious aims set by the SDGs. They are achievable and will be achieved.
Appendix 5: Making Connections Between the SDGs
Appendix 6: List of Words for the Goalkeeper App

Words in green are the skills demonstrated by learning about the SDGs. The words in blue are the words students might like to identify as in the Goalkeeper app. Students will be able to choose any three of these words for their Goalkeeper portrait.

1. Brave 20. Brother
2. Caring 21. Campaigner
3. Creative 22. Changemaker
4. Curious 23. Designer
5. Determined 24. Dreamer
6. Enthusiastic 25. Entrepreneur
8. Helpful 27. Friend
9. Imaginative 28. Innovator
10. Kind 29. Leader
11. Loyal 30. Mathematician
12. Resilient 31. Musician
13. Strong 32. Optimist
14. Thoughtful 33. Scientist
15. Trustworthy 34. Sister
16. Activist 35. Storyteller
17. Adventurer 36. Student
18. Artist 37. Visionary
19. Athlete
Appendix 7: Instructions on How to Use the Goalkeeper App

1. Take a selfie or ask a friend to take a photo of you. Make sure you can clearly see your face and that you are smiling! It needs to be a close-up photo of your face, you don’t need your body to be in the picture. Save this to your desktop.

2. Go on to the Goalkeeper app: http://wilgoalkeeperme.globalgoals.org/

3. Click on the Camera icon to upload your photo.

4. Use the icons on the top right corner of each image box to personalise your portraits. The A icon is where you select your words, the paintbrush changes the colour of the text and the half-filled in circle is where you can choose the coloured-tint to your photographs.

5. Before saving your Goalkeeper portrait, ensure you have read the Terms and Conditions of the Goalkeeper app.

6. There are two options for saving your portrait: By clicking on the blue Save button it will automatically download to your computer. Or the Save To Gallery button will save and download your Goalkeeper portrait to your computer as well as sharing it on the public gallery platform.

7. Please then share your Goalkeeper portrait on social media using Twitter: @WorldsLessonNG Facebook: @WorldsLessonNG Instagram: @WorldsLessonNG email: worldslessonnigeria@outlook.com
Appendix 8: Goalkeeper Portrait Template

My Goalkeeper Portrait

Instructions

• Use either a mirror or a photograph to draw, paint or create a portrait of yourself
• Select three words that best describe why you are a Goalkeeper
• Share your Goalkeeper portrait with others!

My Goalkeeper Portrait

GOALKEEPER
What World Do You Want in 2030?

A Lesson for Anyone to Introduce the Sustainable Development Goals (SDGs)
(No Teaching Experience Necessary!)

Materials
Blank stickers/paper, 2 different sets of coloured card, stickers/marbles/stones/biscuits/sweets (multiple small objects that can be given to students), plain blank large paper (enough for students to work on in small groups) felt tips/coloured pencils (enough for each group to have a selection), SDGs pledge cards - one for each student or each group of 17 in an overcrowded classroom.

Learning outcomes
Students will:
• Understand the interdependence of the SDGs
• Draw connections between the SDGs and their own lives
• Design their own vision of a SDGs country
• Synthesize information and declare a personal pledge to take action for the SDGs.

To find out more about the SDGs read the FAQs here
A great way for you to feel more informed on the SDGs is by watching our animations here: http://worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/. It provides a simple and short overview of the Goals, as well as detailing some of the context in which they were created.
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Top Tips for Teaching

Thank you for volunteering to teach the World’s Largest Lesson. Below you will find some of our top tips for teaching:

• Speak slowly and clearly
• Try and keep all your “teacher talk” (when you are speaking directly to students and they are just listening) to a maximum of 10 minutes at a time to keep students engaged
• Praise effort and progress - e.g. “I really like how hard you’ve tried to answer this question, I like how much effort you’ve put into working on this project today.”
• We have found that using the analogy of a jigsaw puzzle can help students to understand the interdependence of the SDGs - e.g.
  “Every single piece is important (just like every single Goal) because they all fit together and it cannot be complete without every single piece.” (See Appendix 1)
• Think about the reasons why you are teaching this lesson today and why you believe the SDGs are important and need to be shared with young people. Personal stories are the ones that stay with us the most so prepare a short anecdote or experience beforehand to share with your students.
• Smile and enjoy yourself!
• Your role is to facilitate. Make the lesson engaging and student-centered as much as you can.

Preparation Before the Lesson

• Familiarise yourself with the World’s Largest Lesson interactive map – as you will need to add your lesson to it.
• Check with the class teacher beforehand on the class rules and expectations of behaviour. Suggested questions to ask: How does the teacher signal to the students to be quiet when he/she is speaking? Is there a class rewards system?
• Print off the SDGs Grids (Appendix 4) - enough for each group to have one.
• Using sheets of paper, draw a large circular “country” shape. Ensure that the “country” extends over enough pieces of paper for each group in the class to have one. To provide more guidance for students, you may want to draw a road running the circumference of the country and/or label the outside space of country as the ocean.
• Note: Below is a suggested approach to the activities for your lesson. In Appendix 2 you will find other variations to suggested activities or you may want to get creative and design your own!

Step 1: Introduce Yourself

Keep this short - as there will be time later in the lesson to expand upon this.

Tell students your name, where you’re from and which organisation you work for (if that’s relevant). Invite students to introduce themselves. This could take more time especially in an over-crowded classroom (devise a less time consuming approach in this case).

Explain that you are here to talk about the Global Goals or the Sustainable Development Goals (SDGs) (these are the same thing). Ask students to raise their hands if they have heard these terms before. Select a few students to share their knowledge about the Goals with the rest of the class. If no-one has heard of the words “Sustainable Development Goals” before, reassure the class that they will all know the meaning by the end of the lesson.
Step 2: Introduction Activity

This activity is designed to provide an “entry point” to the Goals (either one Goal or a theme from the Goals) that students can relate to rather than overwhelming them with all the Goals at the same time. See Appendix 2 for alternative suggestions for running this activity.

Distribute around the room an unevenly divided number of marbles/stones/pieces of paper/sweets/stickers. Some students should have a lot, some students just a few and some students have none.

Keep a majority for yourself. Ask the question: “Is this fair?” Encourage students to discuss this as a class.

Ask the students to discuss how they feel about the amount of objects they have. To spark curiosity on sentiments and bias among these students, ask students reasons why you have shared the resources in that manner (select another arbitrary criteria if this is not valid).

Ask students if they think this is fair and should you distribute the objects on this basis. What might be the most fair way of distributing the objects?

Introduce the idea of social inequality. Ask the class if they have any idea what this might mean?

Tell the students that the SDGs have been created to reduce inequality across all aspects of life and to create a world that is fair for everyone and where no-one is left behind. This is also relevant to all climate and planet based Goals as the impact of climate and environmental change is felt most profoundly by those who are less able to protect themselves from it. Ask students to remember what it felt like to receive a much smaller proportion of the objects than others, and to remind themselves of that feeling throughout the lesson.

Social inequality: “a situation in which people are not equal because some groups have more opportunities, power, money, etc than others”. (source: MacMillan dictionary)

Step 3: Introducing the SDGs

Explain to students that they are now going to watch an animation to learn more about the SDGs. Depending on their level of knowledge, this could be Animation Part 1 - an introduction to the Goals or Part 2 examples of different actions being taken around the world. http://worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/

Whilst watching the animation ask students to note down any words they don’t understand or questions they have about the Goals - you can go through these with them at the end of the film.

If learning about the SDGs for the first time, students may have lots of questions about these which you may not know the answers to (particularly why they need to be involved). Try and answer these questions as best you can and if you don’t know the answer direct students to the SDGs website to find out more or challenge students to find out their own answers after the session!

Show students a picture or a video of a United Nations Assembly that depicts where every country (including Nigeria) was represented by their leaders and signed on to adopt the SDGs as an action plan.

Step 4: Connecting the SDGs to Real-Life

To further connect the SDGs to their personal experience, ask students how old are they going to be in 2030? Why is the year 2030 important?

At that time they might be of a working age. Ask students to think (individually) pair (talk to the person next to them) and share (talk to the whole class) about what they might be doing in 2030, want job might they have, what would they like to study or how will they spend their time?

How do you think we could relate your future life to the SDGs? – Ask students to think about what aspects of their prospective jobs would relate to the SDGs. Eg. if students wanted to be a teacher that would help to achieve Goal 4.
Step 5: Main Activity

Note: For an example of this SDGs Country Activity see Appendix 3. Whilst students are completing this activity, take the opportunity to walk around the class. Students will be very curious to learn more about you as well as your personal connection to the Goals. Share your perspective with them and ask them to tell you a bit more about themselves and their interest in the SDGs. This is a great chance to ask opinions on the Goals and whether students feel they do or don’t connect to their daily lives.

Explain to students that they are now going to complete a group learning activity. Divide the class into groups of 3-5 students (dependent on size of the class) and explain that the main task today is to design a SDGs country - where each group will draw their own vision of what a country would like in 2030 if the Goals are achieved. Ask the class to discuss in their groups what facilities and infrastructures a country might need to look after its population, environment and natural resources? E.g schools, hospitals, water sources, waste management systems, safe roads. Take some suggestions from different groups.

Show students the large pieces of paper you have drawn earlier. Explain that each group will have a piece to draw their SDGs country map on - these pieces will then be joined together at the end of the session to see the completed country as a whole - see the image in Appendix 3 for an example of this.

Ensure each group has a SDGs grid (Appendix 4) and the One Sentence Goal Descriptions sheet (Appendix 5) or display these on the board as a “checklist” so students try to design a country that has facilities and infrastructure that will achieve each Goal.

If students need some more support - ask the suggested prompt questions in Appendix 6.

Step 6: Thinking Deeper

After groups have spent some time working on their designs, bring the class back together to ask some questions about any of the Goals students might have missed. For example usually students think first about the practicalities of designing a country e.g water sources and schools. But use this opportunity to ask questions that will promote deeper thinking from students on issues surround inclusion and community - e.g What in their maps of their SDGs country promotes health and well-being? How will they make sure that they are designing a country where everyone is included? How will they ensure that the nature is protected?

Throughout the activity, remind students of how much time they have left and how by the end of the lesson you expect the pledge template to be completed. Praise good teamwork, effort, communication between groups and lots of discussion about the Goals.

Extension Activity: If some groups finish early, set them the task of identifying which Goals the images on their maps specifically relate to. E.g if students have drawn solar panels they would write Goal 7 Affordable and Clean Energy next to them.

Step 7: Conclusion of Learning Activity

Invite students to come up and connect the pieces of their country together so it is complete. Allow time for the students to look at the whole map of their SDGs country.

Ask one group to present their piece to the class and then ask others to respond to the presentation and make connections between this and their own section of their country. What are the similarities and differences between each groups interpretations of a SDGs country?
Step 8: Turning Learning into Action

Now that this SDGs “country” has been completed and each separate part has joined together, ask students to reflect on the activity and ask how the maps they have designed could become a reality in their own real country that they live. **How will we achieve this here? What would individuals need to do or change to ensure that this happens?**

Link these questions to students personal pledges for the SDGs (see Appendix 7) and how every person has the potential to make a difference for the Goals and that there are many different ways of doing this.

Give students time to think about their own pledges - what can they do to make these changes become a reality?

Explain how you would like students to think about the first steps they need to take to achieve this pledge or action and who they could discuss this with. *E.g family/friends/school/community leaders*

*E.g Personal pledge for Goal 14:*
I will refuse to use plastic water bottles. My first step to achieving this is by buying a reusable water bottle.

*Personal pledge for Goal 12:*
I will try to reduce my food waste. My first step to achieving this is to talk to my family about meal plans.

*Personal pledge for Goal 5:*
I will ensure that the rights of girls are protected at all times.

Invite students who have completed the task to input your lesson onto the World’s Largest Lesson interactive map to show the class how many lessons are happening around the globe!

Thank the students for their time and share with them something you have learnt today. Encourage students to go out and tell everyone about the SDGs - to their families, friends or fellow students. Share the social media handles with them Tweet us @WorldsLessonNG Facebook: @WorldsLessonNG Instagram: @WorldsLessonNG email: worldslessonnigeria@outlook.com

Step 9: Share Your Lesson!

**NOTE: You must check with the teacher/coordinator of the school that taking photos of students is in accordance with their Child Protection Policy.**

Ask to take photos of students’ pledge cards and if agreed upon photos of students and their SDGs country.

We’d love to hear about your experience teaching a World’s Largest Lesson so send photos of your lesson to worldslessonnigeria@outlook.com or Tweet us @WorldsLessonNG Facebook: @WorldsLessonNG Instagram: @WorldsLessonNG
Appendix 1: SDGs Grid as a Jigsaw Puzzle
Appendix 2: Alternate Game for Step 2

Connecting the SDGs to Real Life

Another “starting point” for the lesson might be to focus on Gender Equality. If so you could tell all the male students that they have to sit on the floor, whilst all the female students can sit on chairs. Or explain that all the male students when they have an idea to share with the class, will have to tell it to a female classmate first who will then speak on their behalf. Other ideas include only taking questions/ideas from male students and seeing if the class notices. *How does this make students feel? Is this fair? Invite students to suggest how you could have acted differently?*

This can open a class discussion about Goal 5 and how it aims to achieve gender equality and empower all women and girls.
Appendix 3: Example of the Main Activity

Here is an example from a previous lesson. Groups of students designed their own section of the SDGs country and then came together as a class to discuss the completed country.
Appendix 5: One Sentence Global Goal Descriptions

These can be used to help students in their understanding of what each individual Global Goal is trying to achieve.

**Goal 1** - End poverty in all its forms everywhere

**Goal 2** - End hunger and ensure everyone has access to healthy and nutritious food

**Goal 3** - Ensure healthy lives and promote well-being for all at all ages

**Goal 4** - Ensure inclusive and good education for all people

**Goal 5** - Achieve gender equality and empower all women and girls

**Goal 6** - Make sure everyone has access to safe and clean water

**Goal 7** - Make sure everyone has access to safe and clean energy

**Goal 8** - Promote inclusive and sustainable economic growth so that everyone is able to have decent work prospects

**Goal 9** - Build resilient infrastructure and ensure these do not harm the environment or people, and help companies to design and create new technologies and innovations

**Goal 10** - Reduce inequality within and among countries

**Goal 11** - Make cities and human settlements inclusive, safe, resilient and sustainable

**Goal 12** - Ensure sustainable consumption and help to stop food waste

**Goal 13** - Take urgent action to combat climate change and its impacts

**Goal 14** - Conserve and protect the oceans and marine life

**Goal 15** - Protect, restore and promote nature and the animals that live in it

**Goal 16** - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

**Goal 17** - Create new partnerships around the world for the SDGs
Appendix 6: Prompt Questions

Use these questions as a guide to prompt student thinking and discussion about the SDGs.

1. Are there any Goals that you think are particularly important to you?
2. The SDGs can be roughly divided into different sections - can you work out what these might be - e.g environment/human/living in cities - this might help students to identify the group of goals they particularly care about.
3. Are there any Goals that you think are particularly important to young people? Are their any goals missing?
4. Think about where you live. Maybe there are some features that are unique to your community, maybe there are other aspects that the community could do better - eg. recycling - what links to the SDGs are there here?
5. Are there any Goals that you think might be easier to achieve than others?
6. Are there any Goals that you think your country or community is particularly good at or could improve?
7. Are there any Goals that you think are not relevant to you/your country? Every Goal is relevant to every country and this question can lead to a discussion about how the SDGs are for everyone everywhere.
8. Are there any Goals your school is working to achieve without even realising it? E.g Goal 12 by including a recycling bin in school classrooms.
9. Are there any SDGs that you are working towards at home without even realising it? - This question will help students to see that they might already be contributing to the Goals e.g by ensuring you eat healthy and nutritious meals at home - Goal 3
10. If we achieved Goal 1 - what effect would that have on other SDGs? - Discussion to help students to understand that all the SDGs are interconnected like pieces of a puzzle.
11. Can you think how what you learn in school is connected to the Goals?
Appendix 7: Personal Pledges for Action

Use these for students to write their personal pledges for helping to achieve the SDGs.

My action to help achieve the SDGs is:

#WorldsLargestLesson

My action to help achieve the SDGs is:

#WorldsLargestLesson