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Resources for Global School Partnerships

Thinking together about global issues

Sharing learning on equal terms

Imagining a fairer future

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<http://globallearninglondon.org.uk/thinkingtogether>
www.risc.org.uk/toolkit

2. Thinking Together about UN Sustainable Development Goals

Baseline Activity¹:

Do this activity before starting to teach anything about the subject. Repeat it at the end. Compare and discuss results with your partner school at each stage. This activity should be played as a game. There are no right or wrong answers and the learners do not have to agree with each other.

What you need:

- A large hall or classroom with space for the whole group of students/ pupils to move about
- 4 Cards saying 'Yes', 'No', 'I agree' and 'I disagree' in large letters

What to do: Warm up questions:

- Stick the 'Yes' and 'No' cards at opposite ends of the room
- Gather the students/ pupils in the middle of the space between the Yes and No cards
- Ask them 5 -10 age appropriate questions from the list, or add your own questions
- Ask them to move to stand by the 'Yes' or 'No' cards to register their answer
- Count the number standing at each card and record them on the template
- Invite a small number of them to explain their position
- Before the next question, everyone should return to the centre

Suggested questions:

1. Have you got a pet?
2. Does a member of your family live in another country?
3. Did you walk to school today?
4. Have you ever helped when someone was being bullied?
5. Can you name the country where your partner school is based?
6. Do most people in the world have access to clean water?
7. Add your own questions ...

What to do: Assessment statements:

- Replace the 'Yes' and 'No' cards with the 'I agree' and 'I disagree' cards
- Gather the students/pupils in the middle of the space
- Make 5 -10 age-appropriate statements from the list, adding some statements of your own
- Ask them to stand between the cards depending on how strongly they agree or disagree
- Explain that there are no right and wrong answers, it is about what they think
- Count the numbers standing at each card and record them on the template (You can record three positions: agree strongly, unsure, disagree strongly; or five positions, to get a bit more detail: agree strongly, agree, unsure, disagree, and disagree strongly)
- Invite a small number of them to explain their position
- Before the next statement, everyone should return to the centre

Suggested statements:

1. Oranges are tastier than bananas
2. We can learn a lot from people other countries
3. Everyone in the world is entitled to the same standard of living
4. It is better to walk to school than to come by car
5. You should be able to say what you think
6. If we want better things to happen the future it's up to us to make it happen
7. The only thing we can do about world poverty is to give money to charity
8. All children everywhere go to primary school
9. Add your own statements...

¹ Adapted from ¹ RISC (2008) *How do we know it's working? A toolkit for measuring attitudinal change in Global Citizenship from early years to KS5* www.risc.org.uk ISBN 978-1-874709-10-6

Recording template for answers to warm up questions

Questions	Yes Number and %	No Number and %	Discussion points
Do you own a pet?			

Recording template for positions chosen on statements

Statements	Agree strongly number / %	Agree number / %	Unsure number / %	Disagree number / %	Disagree strongly number / %	Reasons for choice
Oranges are tastier than bananas						

What to look for:

- accuracy and a range of issues and places
- a balanced attitude towards the issues
- the ability to think critically, express their own opinions and show respect for those of others

How to know if teaching has been effective:

When you repeat the activity you are looking for:

- Greater understanding of the complexity of issues, and different perspectives around them. This may mean that *more* uncertainty is expressed, acknowledging complexity.
- That all children have the same rights, but not all are able to access these rights equally.
- That there are internationally agreed goals to achieve this end.

The United Nations (UN) Sustainable Development Goals (SDGs)

Factsheet:

The United Nations (UN) Convention on the Rights of the Child (UNCRC), 1989

The UNCRC and other UN Declarations, agreed by 193 member Nation States, declare that everyone is entitled to a decent standard of living and we all have a responsibility to work towards those aims for the benefit of all. The UNCRC applies, without discrimination, to all children. Their best interest must always be prioritised. Children have the right to life, survival and development and to be heard on all matters that affect them. Here are some of the articles in the convention:

“ Everyone under the age of 18 has all the rights in the Convention *Article 1*

“ The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from. *Article 2*

“ Governments must actively work to make sure children and adults know about the convention. *Article 45*

“ Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries achieve this. *Article 28*

“ Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. *Article 29*

“ Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries to achieve this. *Article 24*

“ Every child has the right to relax, play and take part in a wide range of cultural and artistic activities *Article 31*

www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_summary.pdf

2000 - 15: Millennium Development Goals



In 2000, the UN set 8 global goals to halve extreme poverty by 2015. Progress has been made in many areas. Since 1990 extreme poverty has halved, 2.3 billion people gained access to clean drinking water and 17,000 fewer children now die each day. There has been a 45% reduction in maternal mortality, reduction in deaths from Malaria and HIV, and less debt and increased trade for developing countries. Primary school enrolment of 90% has been achieved in developing regions.

In 2015, UN analysis shows that much remains to be done:

- One in nine people in the world are hungry
- Six million children a year die before their 5th birthday
- 58 million children are not in school
- 2.5 billion lack basic sanitation
- Women still face discrimination: only half of women in developing regions have access to adequate levels of health care. Every hour, 50 young women contract HIV.
- 526,000 people died of malaria in 2012
- Aid money reached a record high in 2013, but it shifted away from the poorest countries.

UN 2015 Infographics www.un.org/millenniumgoals/mdgmomentum.shtml

Non-Governmental Organisations do invaluable work as advocates for the disadvantaged and poor. Governments and international bodies are mandated to eliminate poverty and ensure sustainability.

Earth, our only home, has limited resources and capacity.

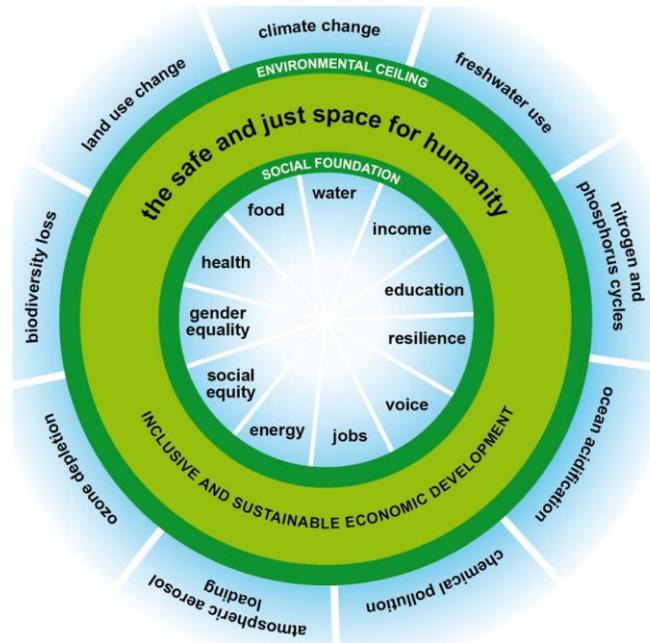
Sustainable development aims to live within our means, by meeting present need and ensuring the future wellbeing of all people and the planet.

**A safe and just space for humanity:
Can we live within the doughnut?**

<http://www.youtube.com/watch?v=PCAx3TG8LkI>

Kate Raworth from Oxfam drew this diagram to show the safe and just space that exists for humanity on earth.

How can we live within its limits, protect diversity and conserve natural resources, whilst human rights are enjoyed by all?

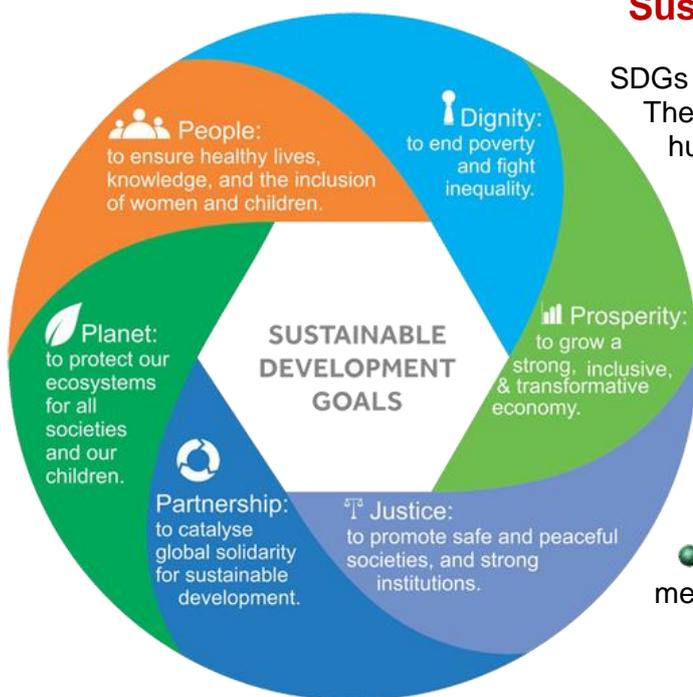


So what happens now?

The UN Summit on 25-27 September 2015 agreed an ambitious new programme of global goals <https://sustainabledevelopment.un.org/content/documents/7891Transforming%20Our%20World.pdf>

Sustainable Development Goals (SDGs)

SDGs combine sustainability with global justice. They integrate targets to reduced resource use with human development targets.



The UN SDG Principles:

- No one left behind - ensuring human rights are enjoyed by all
- Sustainable development at the core - transforming our use of natural resources
- Changed patterns of consumption and production - creating a more equitable world
- Peace and accountability for all states and Institutions - promoting well being of all
- Partnerships for global social justice – merging environment and development agendas.

2015 - 2030: 17 United Nations Sustainable Development Goals (SDGs)

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
3. Ensure healthy lives and promote wellbeing for all at all ages
4. Ensure inclusive and equitable quality education; promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all



Image: <http://www.globalgoals.org/>

8. Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
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
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
17. Strengthen means of implementation and revitalise the global partnership for sustainable development

Find out more: <http://www.globalgoals.org/> <https://www.youtube.com/watch?v=DdLqiTvFwJk>
<https://vimeo.com/137728737> <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
Resources for Children: www.youtube.com/watch?v=HayxyUa5vZo www.youtube.com/watch
<http://globaldimension.org.uk/worldslargestlesson> <https://www.tes.com/worldslargestlesson/the-goals/>
<http://www.un.org/sustainabledevelopment/wp-content/uploads/2015/03/SDGs-child-friendly.pdf>

Classroom Activity 1: 17 UN Goals for a fairer, more sustainable future

Children's Rights, Wants and Needs:

This activity is used to help students to differentiate between things that they need to survive, which are all things that every child is entitled to, under the UN Convention on the Rights of the Child, and things that they may want, but are not essential to their survival and safety.

The cards below are from UNICEF Canada. You can download these cards from this link:

http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/Rights_card_images_colour.pdf

OR you could make and illustrate your own sets of 20 cards, with each of these headings:

Decent Shelter	Opportunities to share	
Nutritious Food	opinions	Holiday trips
Protection from abuse and neglect	Playgrounds and recreation	Your own bedroom
Education	Clean water	A mobile phone
Health care	Opportunities to practice your own culture, language and religion	A television set
Fair treatment and non-discrimination	Clothes in the latest style	A lap-top or personal computer
Clean air	A bicycle	Money to spend as you like
		Fast food

What to do:

- Divide the class into groups
- Give each group a set of 20 cards and ask them to separate them into two categories:
 - **Needs:** Things that are necessary to children's survival and wellbeing
 - **Wants:** Things they want but are not essential to children's survival and well-being
- Discuss their choices and the difference between:
 - **Needs** - which are all protected as Rights under the UN Convention on the Rights of the Child
 - **Wants** - which are not essential for survival, growth and development, although they may be useful

Every Child Needs:

Decent Shelter	Clean air
Nutritious Food	Opportunities to share opinions
Protection from abuse and neglect	Playgrounds and recreation
Education	Clean water
Health care	Opportunities to practice your own culture, language and religion
Fair treatment and non-discrimination	



You could exchange you thoughts and results with your partner school.

Explain:

The United Nations is an international organisation with 193 countries as members. They agreed in 1989 that all children have a right to a decent standard of living.

The UN Convention on the Rights of the Child gives all children in the world these rights. However, many families around the world do not have all the things that are needed for their survival and wellbeing, and some have much more than they need and are using up too many of the Earth's resources, so that there may not be enough left for future generations.

The United Nations has made a plan for a better world with 17 goals to ensure the survival and wellbeing of all people on earth today and to protect earth's natural resources for future generations. These are called **The Sustainable Development Goals**. The United Nations aims to achieve these by 2030.

Extension activity:

Choose one thing from the list of the needs and guess what the UN SDG Goal might be. Compare it with the list of goals above. Can you find a UN SDG goal that matches the need? Can you find the logo to match your goal?

For example:

Child Right: Every child needs to have nutritious food

Goal 1: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

Classroom Activity 2: Education for All

'Why some children don't go to school' ²

Explain: Every child in the world is entitled to go to school.

Although there has been much progress since 2000, with 90% enrolment of children in primary schools in developing regions, there are still 59 million children who are not in school.

What to do:

- Organise the pupils/ students into groups, or do the activity as a whole class exercise.
- Ask each group to draw an outline of a tree with a trunk, roots and branches.
- On the trunk write the issue: **Why 59 million children don't go to school.**
- On the roots, write your ideas for causes or reasons why some children can't go to school
- On the branches, write the effects that you think this may have on the children themselves. What are they not able to learn? What impact will that have on their lives?
- Then see if you can think about some solutions to this problem. What could be done to make it possible for these children to go to school?
- Add leaves or fruits to the branches and write your ideas for solutions on leaves and fruits.
- Share your drawings with your class and discuss your ideas.

Plenary:

Discuss some of the reasons suggested why children may be unable to go to school. You may have to prompt the discussion by giving some examples – such as children who have to work, who do domestic chores, such as collecting water or caring for animals; children who are carers, or who are unable to access education because they unwell or disabled, or who live too far from a school.

- Can the class think of any ways to overcome these problems of access to education?

² The activity is adapted from Oxfam GB 2008 Getting started with Global Citizenship
<http://www.oxfam.org.uk/~media/Files/Education/Global%20Citizenship/GCNewTeacherENGLAND.ashx>

2. Thinking Together about the UN Sustainable Development Goals

- Research what governments and international organisations are doing to overcome these problems so that all children can receive an education.
- Look at Article 28 of the UN Convention on the Rights of the Child:

‘Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries achieve this.’
UNCRC *Article 28*

- Look at the UN Sustainable Development Goal 4

‘Ensure inclusive and equitable quality education; promote lifelong learning opportunities for all’

- Find out how thousands of school children have been taking action to promote education for all through the **‘Send my Friend to School Campaign’** <http://www.sendmyfriend.org/>



You could exchange your thoughts and results with your partner school. You could make a drawing that combines the ideas from the whole class. Exchange your drawing with your partner school and compare the ideas.

Extension work: Education doesn’t only happen in school!

Read the quotations below about education. Think about and discuss the ideas.

‘One child, one teacher, one book and one pen can change the world.’
‘Education is education. We should learn everything and then choose which path to follow. Education is neither Eastern nor Western, it is human.’
Malala Yousafzai

‘It takes a whole village to raise a child’ Igbo and Yoruba (Nigeria) Proverb

‘Education is the most powerful weapon you can use to change the world’
Nelson Mandela 1918-2013 President of South Africa 1994-99

‘Education is not preparation for life, education is life itself’
John Dewey, 19thC American philosopher

‘Education is not the learning of facts, but the training of the mind to think’
Albert Einstein German born Jewish Theoretical Physicist 1879-1955

‘Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment’
UNCRC *Article 29*

Extension activity:

- Draw a picture of yourself
- Write on your drawing some of the new things that you have learnt in the last week
 - What did you learn?
 - Who did you learn it from?
 - How will this help you in the future?

Remember that learning does not only happen in school!