



# 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](http://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

10  
mins

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

5  
mins

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

10  
mins

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](http://www.globalgoals.org/worldslargestlesson), scrolling through each frame on mobile phone or tablet.

## Activity

10  
mins

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.






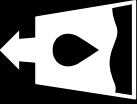

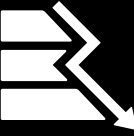


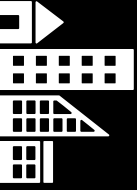







# Problems faced by people today (used as prompt if necessary).

- 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

# SUSTAINABLE DEVELOPMENT GOALS



# SUSTAINABLE DEVELOPMENT GOALS

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