



An Introduction to the SDGs

**Club Activity Pack
and Guide for teachers**

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
for

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 to 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.

Teacher and Volunteer Appreciation

Achieving the SDGs is a task that must be done. With your support, we are able to add one more voice to awareness, advocacy and action. Taking action through the ideas in this pack will directly add to Africa’s performance indicators as a sure way to make the world a better place.

So, the entire team say *thank you*, to you and everyone 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* and move towards Agenda 2030.

What are the SDGs?

The 2030 Agenda for Sustainable Development calls on countries to achieve the 17 Sustainable Development Goals (SDGs). The Goals address the needs of people in both developed and developing countries, emphasizing that no one should be left behind. Broad and ambitious in scope, the Agenda addresses the three dimensions of Sustainable Development: social, economic and environmental, as well as important aspects related to peace, justice and effective institutions*.

Education can be seen to sit at the heart of the development of the SDGs.

“Inclusive quality education is the golden thread that runs through all 17 Sustainable Development Goals”

President of the 71st session of the UN General Assembly, Peter Thomson.

Three overall learning outcomes for the club:

- Students should know and understand the SDGs.
- Students should be able to identify problems and opportunities in their community (and/or country).
- Students should be able to propose appropriate solution(s) linked to the SDGs and to feel confident enough to know how to implement these.



* Text taken from <https://www.un.org/sustainabledevelopment/blog/2015/12/sustainable-development-goals-kick-off-with-start-of-new-year/>
Image Source: www.sdg4education2030.org/latest?page=12

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Club Session Key activities

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Activity A Introducing the Sustainable Development Goals Lesson Plan (For use in Club Week 1)	
SDGs Poster for Nigeria	
SDGs Sketch Notes	
Activity B Gender Equality Project (For use in Club Week 2)	
Activity C Community Action Lesson Plan (For use in Club Week 3)	
Activity D Goalkeeper Lesson Plan (For use in Club Week 4)	
Activity E What World do you want in 2030? Lesson Plan (For use in Club Week 5)	

Tips on how to use this pack

- Complete the pre-survey for teachers and students. You can find the questionnaires for teachers in your Operations Manual. The questionnaires for students are in this activity pack.
- Note that a different theme is explored over each of the Club Sessions over 5 weeks.
- Each Club session includes an Activity which has further details and resources.
- Each Club session has suggestions for taking learning further (*'Want to take it further?'*)
- Please try to keep to the order of the Club Sessions as much as possible.
- Teachers and students must fill out their pre-questionnaires **before** carrying out this pack.



Please note: the key Nigerian English activity 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
- SDGs poster for Nigeria
- SDGs Sketch Notes
- Gender Equality Project
- Community Action Lesson Plan
- Goalkeeper Lesson Plan
- What World Do You Want in 2030 Lesson Plan

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/.

Completing your club obligations

Once you have completed the club sessions, please remember to complete the post-surveys to complement the pre-surveys! Please ensure that all pre and post surveys are completed at the appropriate time by both students and teachers and submitted for evaluation.

Once you've completed this pack, why not try our Climate Action Activity Pack and Guide for teachers? This focuses on Climate through 8 club learning sessions, a great tool to help your students learn about and take action to help the Climate! You can also enter our annual SDGs Community Challenge! Email: info@club17africa.org or visit www.club17africa.org to find out more!

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. Ask questions to find out what interests your students have, and try to include these in your club sessions.

3. Motivate! 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'. A student's success should be attributed to effort, rather than ability.

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 to inspire change.

7. Behaviour management

Subject knowledge and classroom instructions contribute to teacher success – you may hear the term 'pedagogy' to describe this combination. 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 events, 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.

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.
- 5. Pose-Pause-Pounce-Bounce** – Encourage learners to listen actively so that they respond to each other. Pose a question to the class. Pause to allow for thinking. Call out a student (“pounce”) to answer your question. Bounce the answer from this student to another student ‘What do you think about that response?’ (This technique works well as you explore **Quality Questioning** too – next page!)
- 6. ‘No hands up unless you want to ask a question’** – If students are encouraged to do this you will get a much better discussion! Students should assume that when you ask a question, they will be asked to reply, so there is no need to raise your hand to answer a question.
- 7. Establish routines and expectations for group work** – it is important that students can work effectively in groups so that they can develop skills of communication, collaboration and co-operation. You might like to use these guidelines or work together to devise your own!

Features of Effective Group Work

- Assign roles: questioner; encourager; leader; reporter.
- Provide a clear description of the expected outcome.
- Create opportunities for creative thinking and problem solving.

**GET ON
RESPECT EACH OTHER
ON TASK
USE QUIET VOICES
PARTICIPATE
STAY IN YOUR GROUP**

“ **We must work closely together. Be a global citizen. Act with passion and compassion. Help us make this world safer and more sustainable today and for the generations that will follow us. That is our moral responsibility.** ”

UN Secretary-General Ban-Ki Moon

Quality Questioning

It is important that students learn to think about new ideas and new information from a range of perspectives. This will help them to develop empathy and develop helpfully critical habits!

You may have heard of Blooms Taxonomy. This reminds us that we learn in a variety of ways. 'Learning to learn' using a range of strategies gives us a much better chance of being able to solve problems. Using the question starters below might help you to develop your questioning powers as a teacher, so that your students are able to use a range of strategies to explore the SDGs.

CREATING

Can you think of a new way to...?
Where would you go next...?
How will you make...?

EVALUATION

What is the best...?
Where is the best place for...?
How will you work out...?

ANALYSING

Why do you think...?
Can you describe the differences between...?
What is the main idea...?

APPLYING

What examples can you find to...?
How would you use...?
What would happen if...?

UNDERSTANDING

What can you say about...?
What is the best answer for...?
How would you compare...?

REMEMBERING

How would you describe...?
What did...?
Who were the main...?

Question Stones

WHY. WHO. WHAT. WHEN. WHERE. HOW.

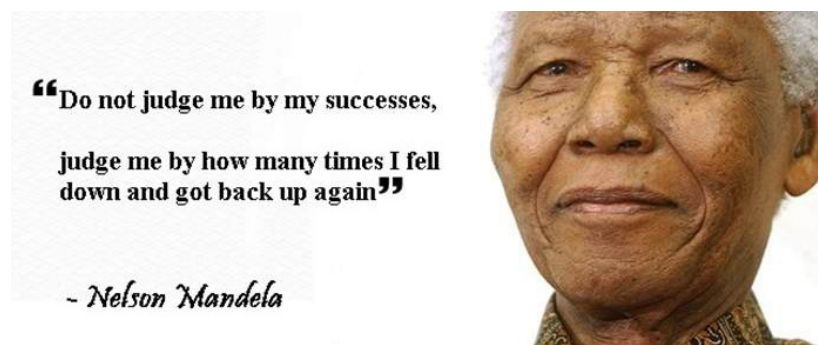
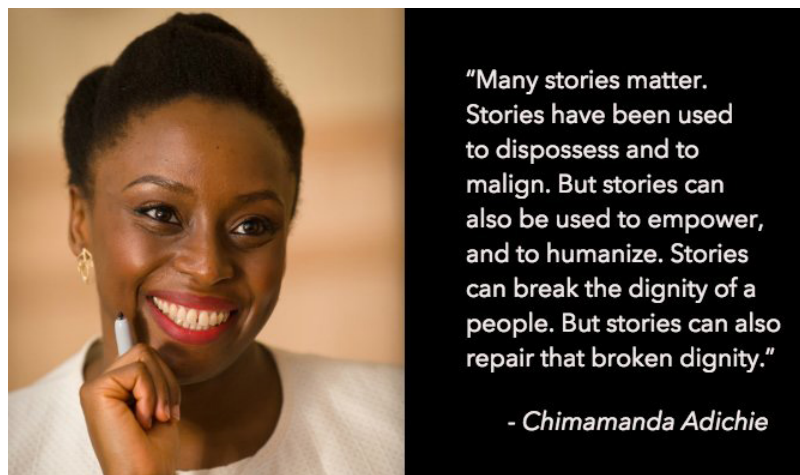
These question starters also work well to vary thinking. Try writing them on stone or something else that you can move around. Students could either be presented with or be able to choose a question stone to trigger their thinking.



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 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 feedback 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.)



How to use the SDGs Sketch Notes

The SDGs Sketch Notes are visual representations of different features of the SDGs. They combine simple images and key words to summarise themes and challenges within each of the 17 SDGs. The Club Sessions explain how to use these but there are a variety of ways that they could be used! Here are some examples...we are sure you can think of more!

POETRY PLEASE!

Create some simple rhymes, songs or poems to highlight features of either a group of SDGs or one that you are particularly interested in.

Perform these poems to another class or during a community gathering. You could also record it to send to your local radio station.

MATHS MATTERS

Conduct some research into some of the data relating to one of the SDGs. Try to compare data to identify some themes for further exploration.

You might also like to create a visual representation of an SDG by using graphs and charts etc. Maths Sketches!

PARTNERS

Look at each of the SDGs Sketch Notes and decide which are linked to one another. Can you create 8 pairs or 3 groups of SDGs from the 17 Goals? This will require debate, discussion and cooperation!

RADIO SHOW

Role play an interview between a UN representative and a Head Teacher. 'What do the SDGs mean for my school and my community?'



ROLES TO PLAY

Take one SDG that you are interested in and consider the different roles that people will have to play in order to reach these targets. What experts will you need to rely upon? What industries will need to play their part? Are there any new jobs that will have to be created? Write a job description for a project manager who will supervise progress towards this SDG.

WORLD ORDER

Can you rank the SDGs according to how important they are to your community? How does this change when you rank them according to the importance for your country? How does the order change again when you align them according to the levels or urgency for the whole world? This might require some research... maths matters....!

Club17 photo gallery

Here are some photos from some of the clubs we have launched so far!



Kicking off a new club



Students filling out their pre-questionnaire before beginning Week 1 learning



A club inauguration



Group work – working with your peers will be key in this club



Tackling the Goalkeeper portrait in Week 4

Pre-Questionnaire

For students in schools, communities and IDPs camps.

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

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 answer
- (a) They are the 10 Goals
 - (b) They are the 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 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 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)

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/
- SDGs Sketch Notes
- Pre-club survey- Pre-Questionnaire for students in schools, communities and IDP 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 to be completed by students in schools, communities and IDPs camps. (15 minutes)
- Learn together the Club Pledge:

I pledge at heart with love for my life and humanity to work for the benefit and growth of my community.

I pledge to be the voice that speaks; eyes that see; hands that work; legs that walk.

To be an answer to my generation.

To eliminate extreme poverty, fight climate change, ensure justice and freedom of all.

- Warm-up 'getting to know you' icebreaker activities (for the teacher to decide). (15 minutes)
- Now teach Activity A, the Introducing the Sustainable Development Goals Lesson Plan found in the key activities at the back of this pack and complete Steps 2 and 3 (1 hour):

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 SDGs Sketch Notes and discuss the SDGs poster for Nigeria).

Step 4 – Reflection time. Questions/ clarification/ testing students' knowledge from today. (15 minutes)

WANT TO GO FURTHER?

Discuss and conclude:

Explore the Millennium Development Goals so that you can see where the SDGs have come from. What 'on earth' do you think the Goals will be for 2050? You might be interested to take a look at the UNESCO project, 'Futures of Education'. This explores thoughts and aspirations for 2050. Why do you think it's subheading is 'Learning to become'?

Using the list of problems faced by people today, talk in pairs about which problems are unlikely to have been prevalent in 1820. Explain your thinking. What have been the barriers to progress in some areas and what have been the facilitators in others? Travel? Economy? Language? Etc.

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
- SDGs Sketch Notes
- 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 recap 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. Look at the sketchbook page 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 the 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 create their own gender ratio and complete Activity B, the gender survey project found in the key activities at the back of the pack.

cdn.worldslargestLesson.globalGoals.org/2016/07/Project-Pack-11.pdf.

Step 5 – Reflection time. (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.
- 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.

WANT TO GO FURTHER?

Communicate and Create:

Using what you have learnt together about gender equity, ask students to consider some news headlines that could celebrate some progress towards this. Combine ideas for headlines into a list which will now resemble a poem or call to action. Share this list with another school if you can and debate together which headline you would like to see realised in your community first.

Collect some natural resources to create a large model or collage to represent equity, equality and peace. As you create your model or collage, discuss how and why you are arranging it. Take photographs if you can, to help you communicate your ideas about equity across social media etc.

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
- Community Action Lesson Plan - cdn.worldslargestLesson.globalgoals.org/2018/06/Turning-Learning-Into-Action-Community-Mapping-For-The-Global-Goals-.pdf (only available in English)
- SDGs Sketch Notes

Suggested structure for 2 hours:

Step 1 – Quick recap 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 issues.
- Use Activity C, the Community Action Lesson Plan in the key activities in the back of this pack, to guide your walk and discussion.

Step 3 – Once the nominated person in each group has spoken about the issues that group think are most important, shortlist the issues to three problems by having a club vote. Divide the club into 3 groups. Assign each group one of the problems. (30 minutes)

Step 4

- Each group will brainstorm some ideas about how they could solve their assigned community problem.
- They should start making a plan of action. Use Appendix 6 and 7 of Activity C, the Community Action Lesson Plan to help you. (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.
- Reflection time. Questions/ clarification/ testing students' knowledge from today. (15 minutes)

WANT TO GO FURTHER?

Act and display:

'Be the change that you want to see in the world'. Do you know who said that? Talk about some other quotes you know of and/or conduct some research to find out about famous speeches. Greta Thunberg for example or Chimamanda Ngozi Adichie. What would you like to be remembered for saying? Do actions speak louder than words, however?

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
- Goalkeeper Lesson Plan - cdn.worldslargestLesson.globalgoals.org/2019/07/1.-Goal-Keeper-NE2.pdf
- SDGs Sketch Notes
- Animation 3 - worldslargestLesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/

Suggested structure for 2 hours:

Step 1 – Quick recap of last week and the three problems students discussed.

Students share what they learned last time with a partner/ with others including any tips or thoughts received from asking other people from the community. (15 minutes)

Now use Activity D, the Goalkeeper Lesson Plan found in the key activities at the back of the pack 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 using the characteristics.

Step 4 – Reflection time (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? What actions could they take to tackle the problems they identified last week.

WANT TO GO FURTHER?

Connect and collect:

Having explored some national stories that describe what people have done to take action for the SDGs, ask students to begin collecting stories of actions that they see more locally. Maybe there is an article in the local newspaper or on the radio about a project or person who has achieved something that will help progress towards the SDGs. Make connections and build a picture of Goalkeepers near you.

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/
- What world do you want in 2030 Lesson Plan - cdn.worldslargestLesson.globalgoals.org/2019/07/1.-What-world-do-you-want-in-2030-NE1.pdf
- 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. (30 minutes)

Step 2 – Teach Activity E, What World Do You Want in 2030 Lesson Plan, found in the key activities at the back of the pack, resulting in your students drawing the Nigeria they want to see in 2030 with the SDGs being achieved. Ask your students to all come together and to contribute to drawing the Nigeria they want to see in 2030 as a club.

Step 3 – Can the club display their vision of the Nigeria they want to see in 2030 in their school or community or camp? Organise a time for the club to present their picture to the other members of their school (e.g. an assembly), community or camp. Perhaps you could even organise a meeting with the Headmaster / community or camp leader to discuss your picture.

Step 4 – Students complete the final survey. Wrap up the session. (20 minutes)
(Teachers should also have completed their post-questionnaire).

WANT TO GO FURTHER?

Assumptions and adaptations:

Talk together about what assumptions you would like to make about progress towards the SDGs. If you assume it will happen, will it? It is better to monitor progress and adapt plans and projects along the way if they do not seem to be making good progress! But. Can you assume you will as a group, collectively champion and work towards the SDGs as Goalkeepers? Revisit the pledge from Week 1. Is there a new pledge you would like to make together? How can you persuade others to join you?

We hope you enjoyed learning with Club17! Why not enter our annual SDGs Community Challenge? Email: info@club17africa.org or visit www.club17africa.org to find out more!

Post-Questionnaire

For students in schools, communities and IDPs camps.

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

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 answer
- (a) They are 10 goals
 - (b) They are the 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 to problem solve and think of solutions for your community?

- | | |
|---|--|
| (a) Inspired <input type="checkbox"/> | (g) Engaged <input type="checkbox"/> |
| (b) Bored <input type="checkbox"/> | (h) Helpless <input type="checkbox"/> |
| (c) Helpful <input type="checkbox"/> | (i) Indifferent <input type="checkbox"/> |
| (d) Motivated <input type="checkbox"/> | (j) Happy <input type="checkbox"/> |
| (e) Sad <input type="checkbox"/> | (k) Confused <input type="checkbox"/> |
| (f) Frustrated <input type="checkbox"/> | |

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 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 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

KEY ACTIVITIES

- Introducing the Sustainable Development Goals Lesson Plan
- SDGs poster for Nigeria
- SDGs Sketch Notes
- Gender Equality 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

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, 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.






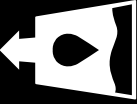

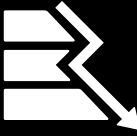


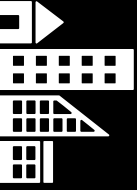



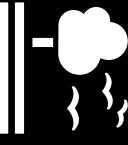



Problems faced by people today (used as prompt if necessary).

- 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

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

SUSTAINABLE DEVELOPMENT GOALS

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In collaboration with Dr. Mina Ogbanga - Sketchnotes by Mauro Toselli



SUSTAINABLE DEVELOPMENT

GOALS

#SDGsketch

17 GOALS TO TRANSFORM OUR WORLD

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



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..."

Aim of #SDGsketch Prj

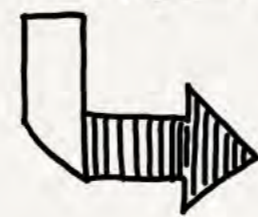
is to create AWARENESS



improve KNOWLEDGE

on SDGs amongst YOUTHS

17 GOALS & 169 TARGETS



17 Sketchnotes



SUSTAINABLE DEVELOPMENT

GOALS

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GOAL 1: End poverty in all its forms everywhere

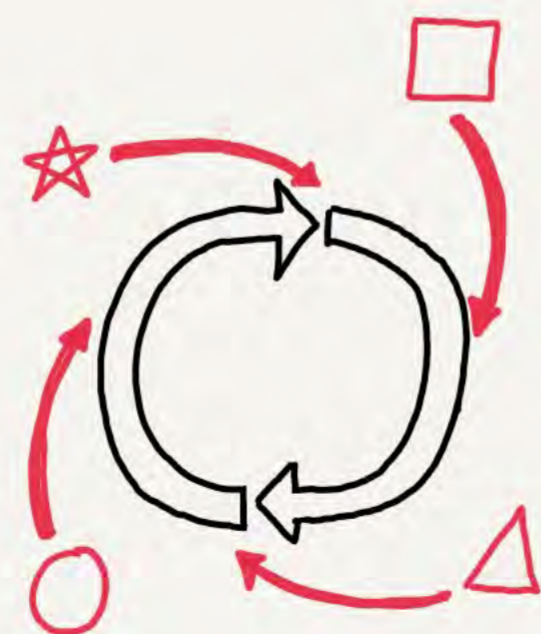


No more
**EXTREME
POVERTY**

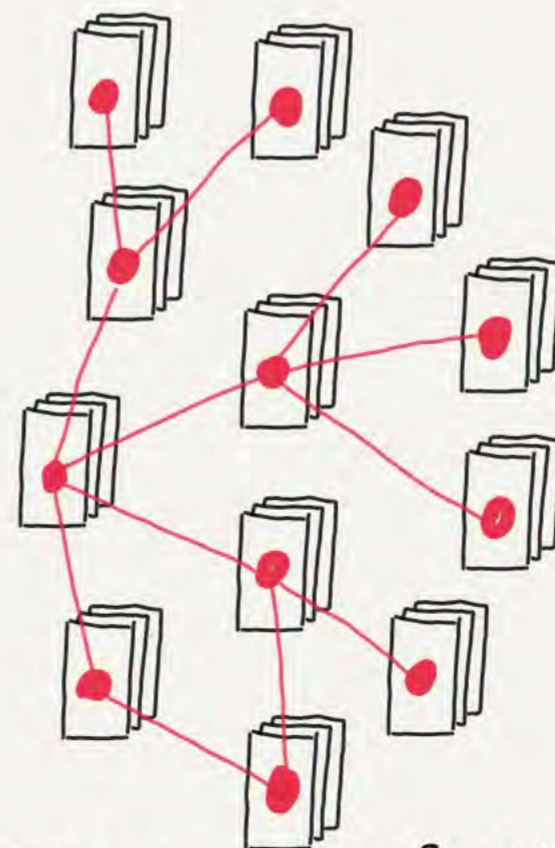
50% LESS
People living in
POVERTY



Run systems to
**FIND, MEASURE and
TRACK POVERTY**



MOVE RESOURCES from
various Sources to make them
AVAILABLE 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

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



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GOAL 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture



Food for EVERYONE all year long

BY 2030

DOUBLE agriculture productivity & INCOME of small-scale FOOD PRODUCER



STOP MALNUTRITION



FAIR WORLD AGRICULTURAL MARKET

Correct and Prevent trade restriction and distortion

Proper Functioning of Food commodity markets



LIMIT EXTREME FOOD PRICE VOLATILITY



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GOAL 3: Ensure healthy lives and promote well being for all at all ages

* By 2030

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

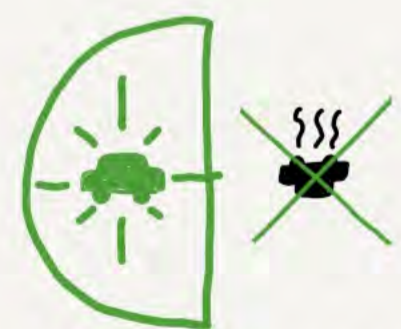
* Under-5 Mortality at least as low as 25 per 1000

Premature mortality from non-communicable diseases

* Reduced by 1/3

* Strengthen prevention and treatment of SUBSTANCES ABUSE

* End Epidemics
* Universal access to sexual and reproductive health-care services



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



Universal Health-Care COVERAGE

Reduce deaths from hazardous pollution and contamination



IMPLEMENT FCTC

WHO Framework Convention for Tobacco Control



Support R&D of Vaccines and Medicines

Finance Health workforce growth in developing countries



Improve of Health Risks
• early warning
• risk reduction
• management



SUSTAINABLE DEVELOPMENT

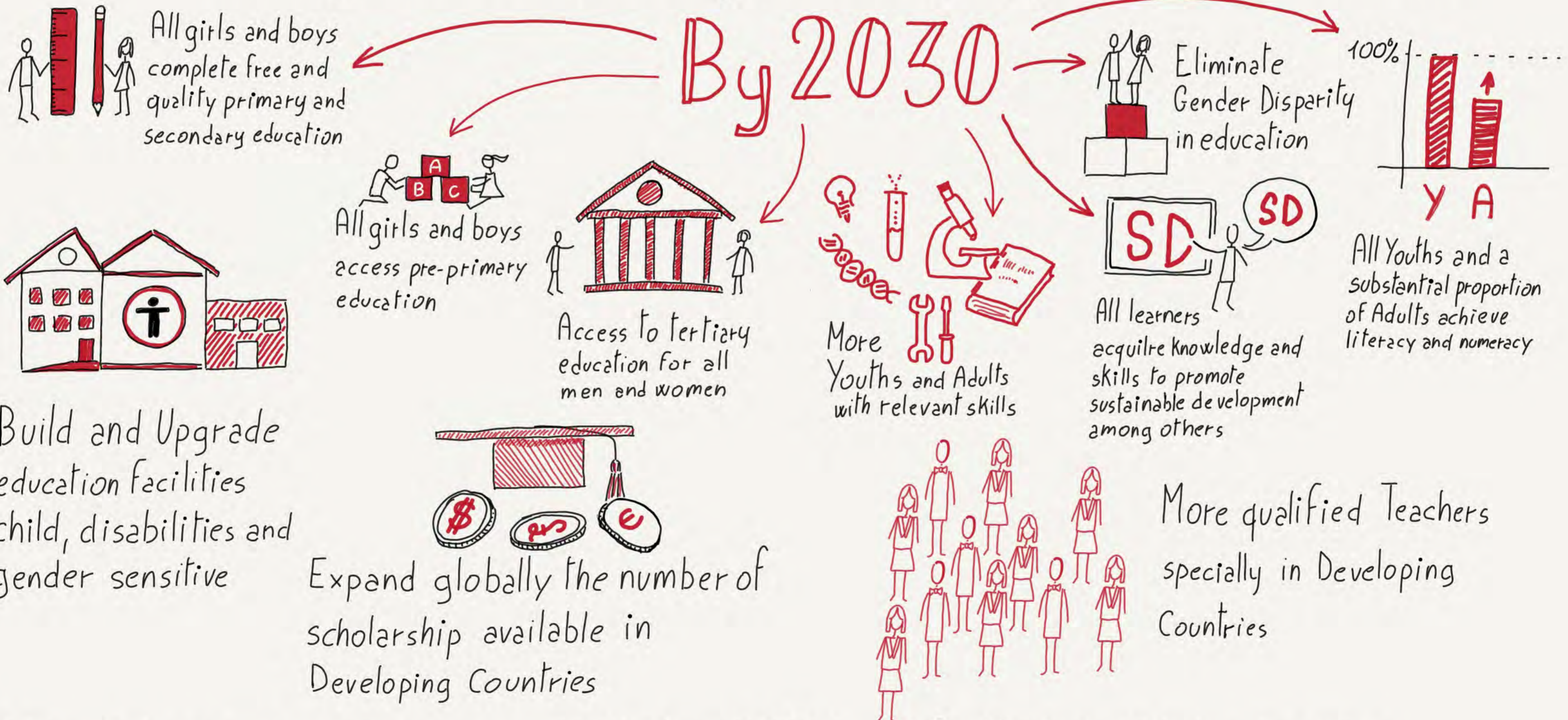
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GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all





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GOAL 5: Achieve gender equality and empower all

women and girls



Eliminate all forms of Violence against all Women and Girls

End all forms of discrimination against all Women and Girls



Undertake reforms to give Women equal rights to Economic Resources

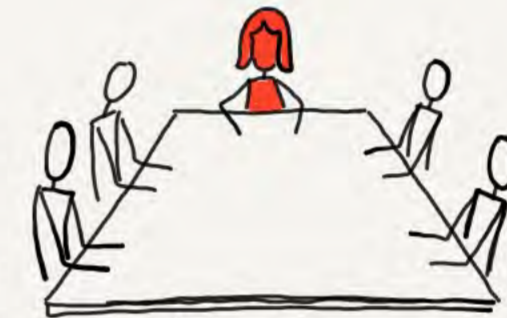


Ensure the use of enabling technology to promote the Empowerment of Women



Eliminate all Harmful Practices

Ensure Women's full and effective participation and equal opportunities for Leadership at all levels of Decision Making



Adopt and Strengthen sound policies and enforce legislation for the promotion of Gender Equality



Recognize and Value Unpaid Care and Domestic Work



Ensure universal access to sexual and reproductive health and reproductive rights



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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



Implement integrated Water Resource Management



By 2020 protect and restore Water Related Ecosystems



Expand International cooperation and capacity-building support to developing countries in water activities and programs



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



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GOAL 7: Ensure access to affordable, reliable, sustainable and modern energy for all

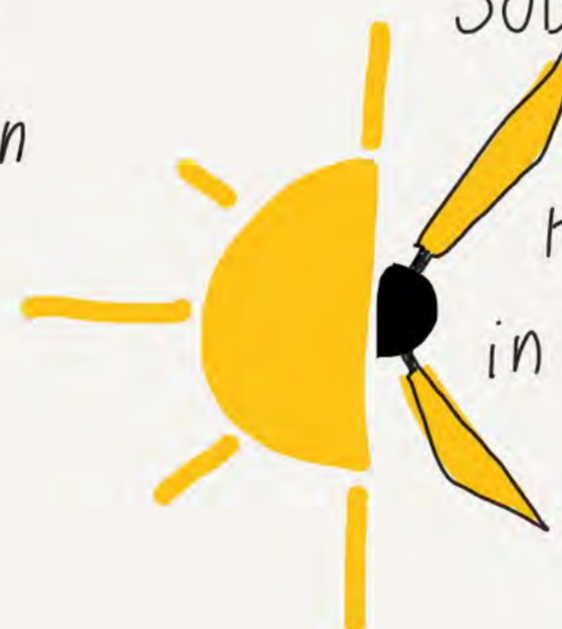
By 2030



Double the global rate of improvement in energy efficiency



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



Expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries



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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 safe and secure working environment



Promote Sustainable Tourism

Strengthen the capacity of Domestic Financial Institutions



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 person with disabilities

AID for TRADE

Increase Aid for Trade support in Developing Countries



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

By 2020 develop and operationalize a global strategy for youth employment and implement the Global Job Pact of the Int'l Labour Org.



SUSTAINABLE DEVELOPMENT

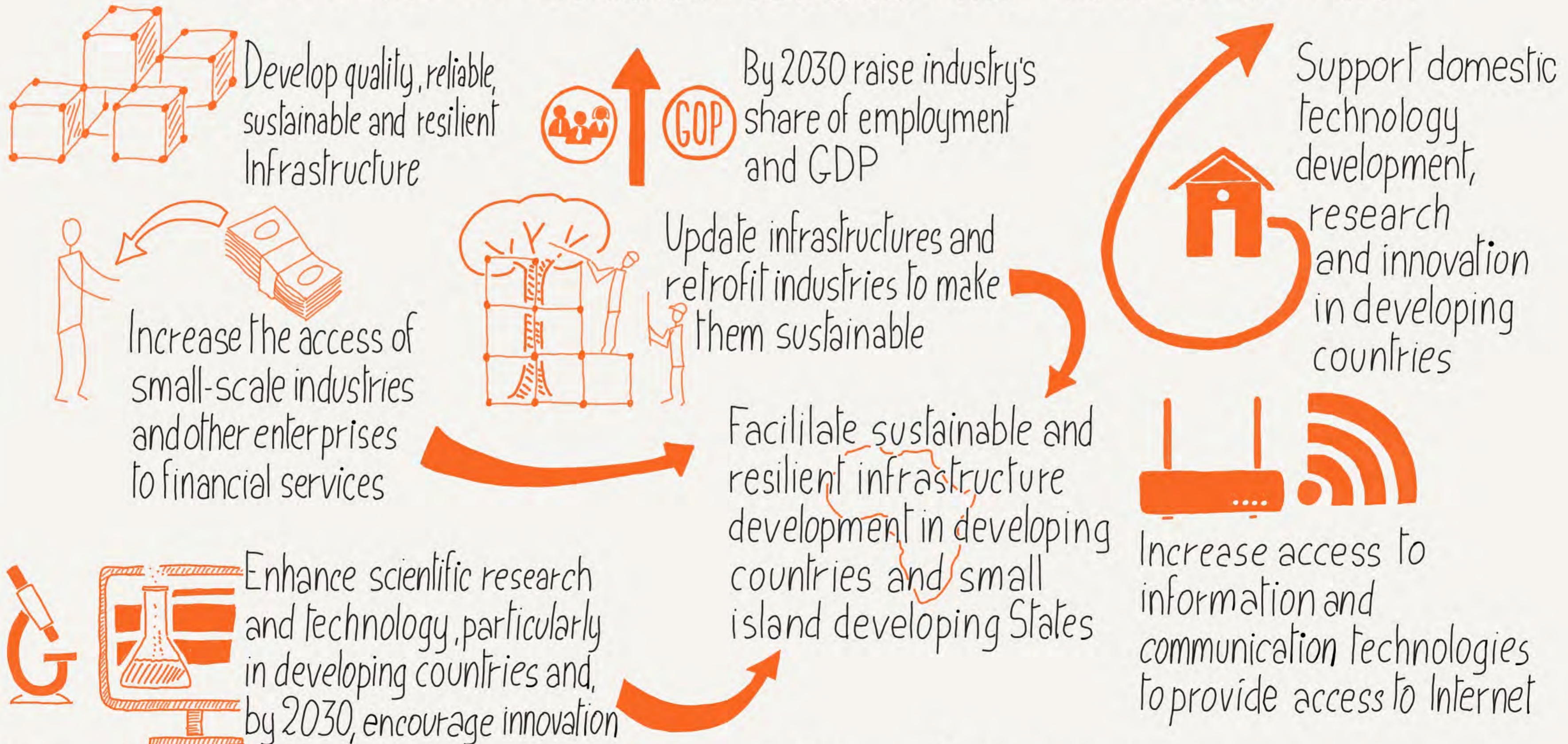
GOALS

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GOAL 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation





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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



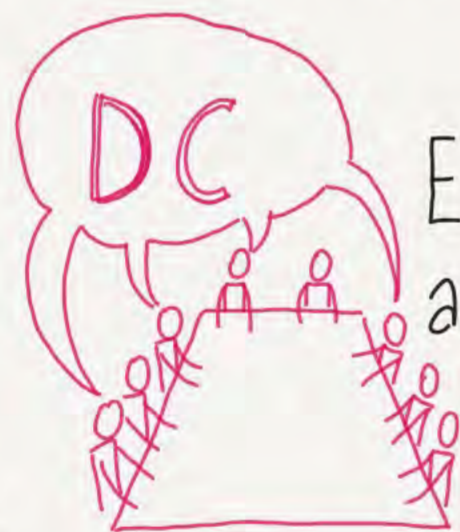
By 2030 empower and promote the social, political and economic inclusion for all



Eliminate discriminatory laws, policies and practices

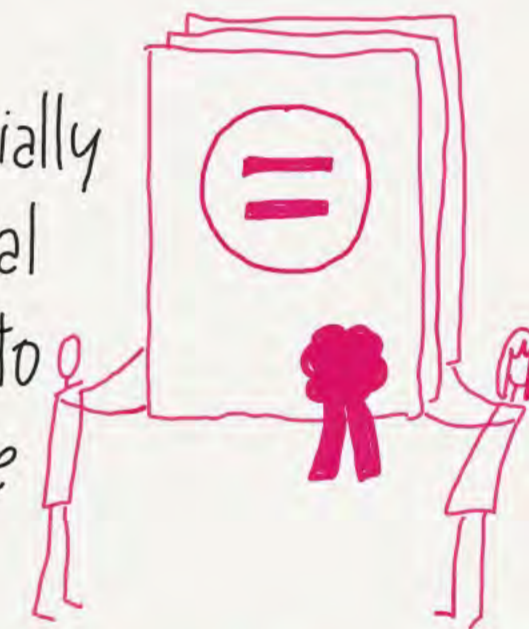


Improve regulation and monitoring of global financial markets and institutions



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

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



Implement the principle of special and differential treatment for developing countries



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



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

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



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



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



Support positive economic, social and environmental links between urban, peri-urban and rural areas
By 2030 reduce the adverse per capita environmental impact of cities

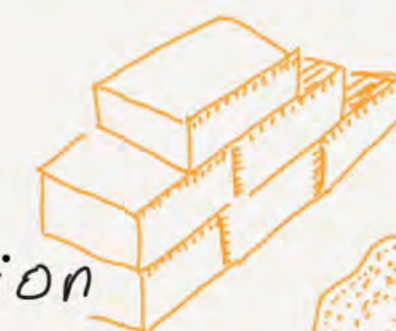
Strengthen efforts to protect and safeguard the world's cultural and natural heritage



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



By 2020 increase the number of cities adopting the SENDAI Framework For Disaster Risk Reduction



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



SUSTAINABLE DEVELOPMENT

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GOAL 12: Ensure sustainable consumption and production patterns



Implement the 10 year-framework of programmes on sustainable consumption and production



By 2020 achieve the environmentally sound management of chemicals and all wastes throughout their life cycle

By 2030 halve per capita food waste at the retail and consumer level



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



Promote sustainable public procurement practices

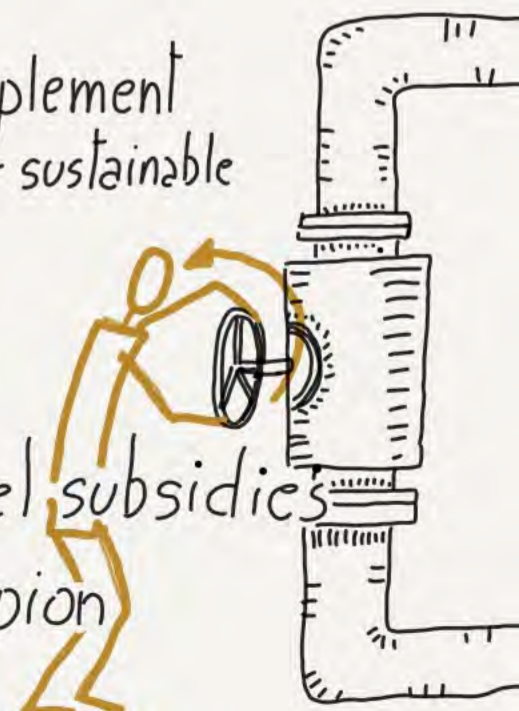
By 2030 ensure that people everywhere have the relevant information and awareness about sustainable development

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





SUSTAINABLE DEVELOPMENT

GOALS

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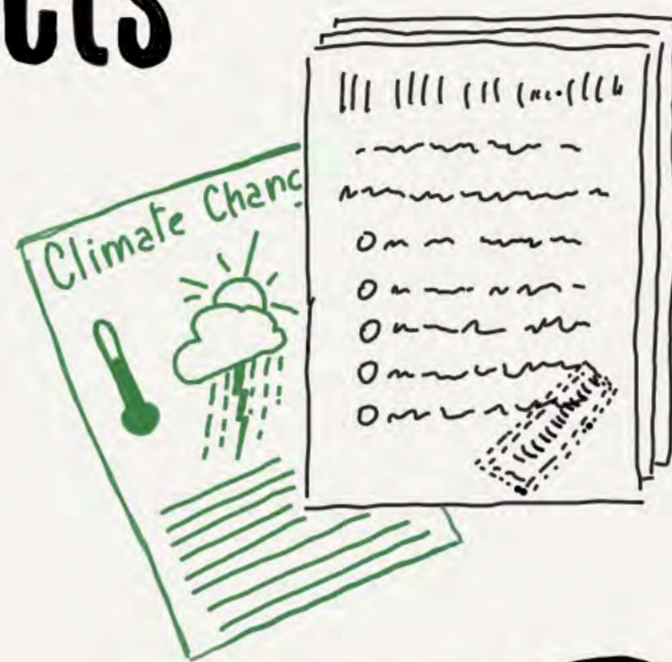
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GOAL 13: Take urgent action to combat climate change and its impacts



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

Developed Countries	1/Year
Green Climate Fund	\$ 100Bln
One hundred billions	DOLLARS B
Developing Countries	



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

Climate Change Planning Management

Management

Climate Planning

Implementation

Change



SUSTAINABLE DEVELOPMENT

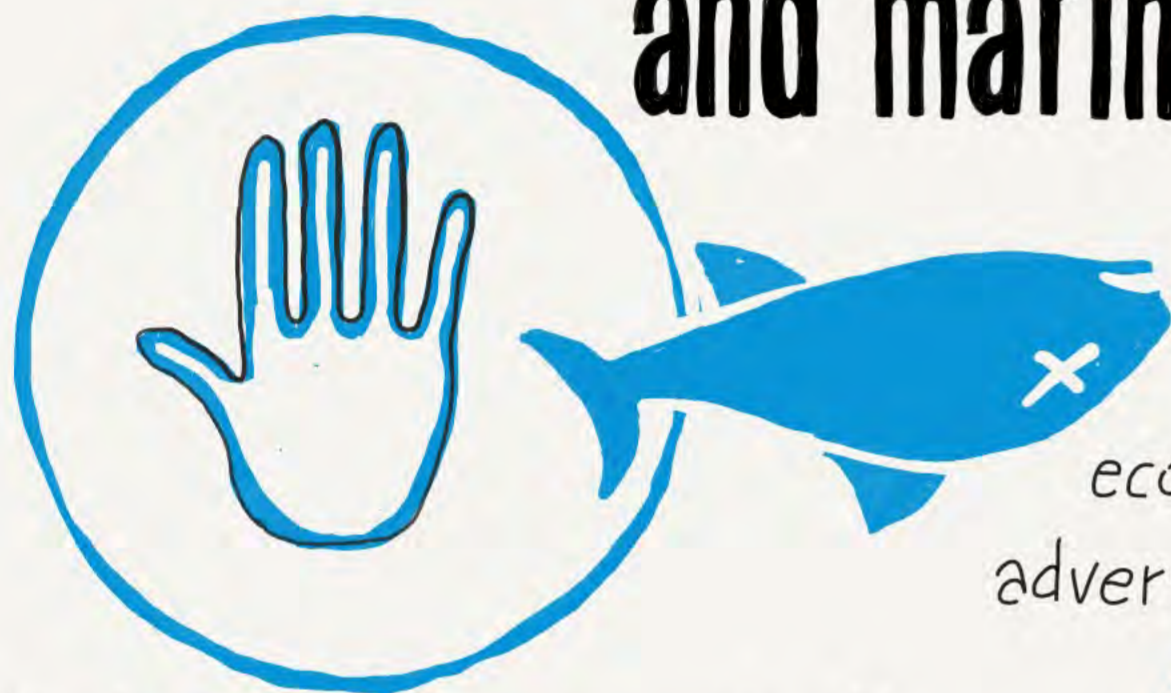
GOALS

#SDGsketch

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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.



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

By 2025 Prevent and significantly reduce marine pollution of all kinds



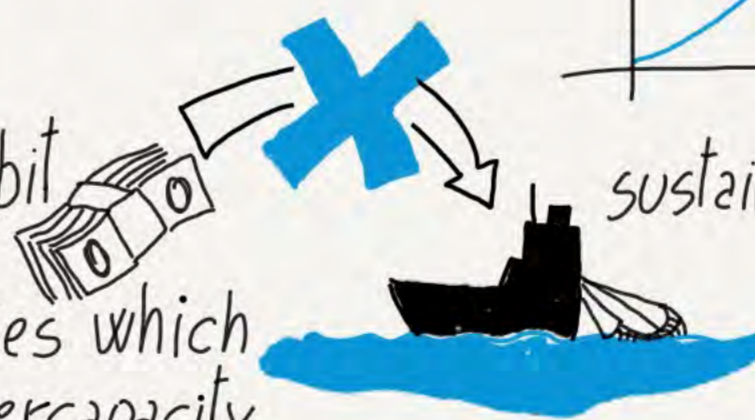
By 2020 conserve at least 10% of coastal and marine areas

By 2030 increase economic benefits to Small Islands developing States and least developed countries from the sustainable use of marine resources



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

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



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



Inter-governmental Oceanographic Commission guidelines

Increase scientific knowledge, develop research capacity and transfer marine technology taking into account

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





SUSTAINABLE DEVELOPMENT

GOALS

#SDGsketch

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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 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 2020 ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems



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

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

Reduce the degradation of natural habitats



Take urgent action to end poaching and trafficking of protected species

By 2020 promote the implementation of sustainable management of all types of forests

By 2030 ensure the conservation of mountain ecosystems, including their biodiversity





SUSTAINABLE DEVELOPMENT

GOALS

#SDGsketch

17 GOALS TO TRANSFORM OUR WORLD

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

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 corruption and bribery in all their forms



Reduce all forms of violence and related death rates everywhere

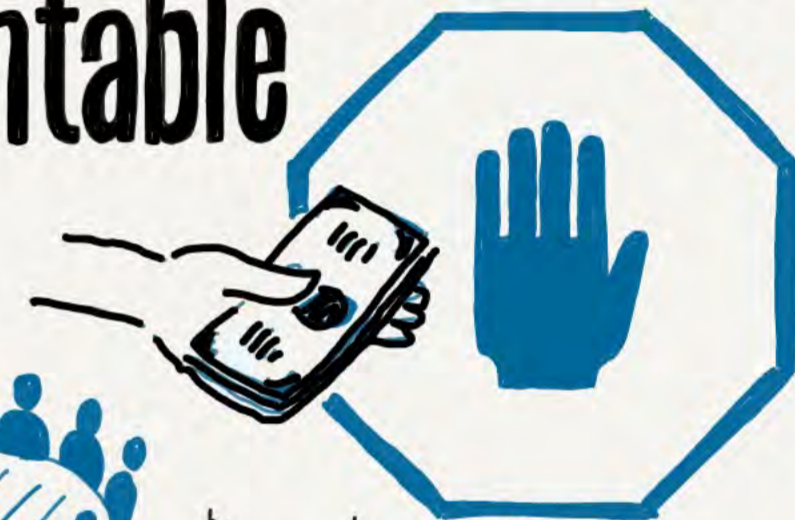
Ensure equal access to justice for all



Ensure responsive, inclusive, participatory and representative decision making at all levels



Develop effective, accountable and transparent institutions at all levels



End abuse, exploitation, trafficking and all forms of violence against and torture of children



By 2030 provide legal identity for all including birth registration



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



By 2030 reduce illicit financial and arms flows and combat all forms of organized crimes



SUSTAINABLE DEVELOPMENT

GOALS

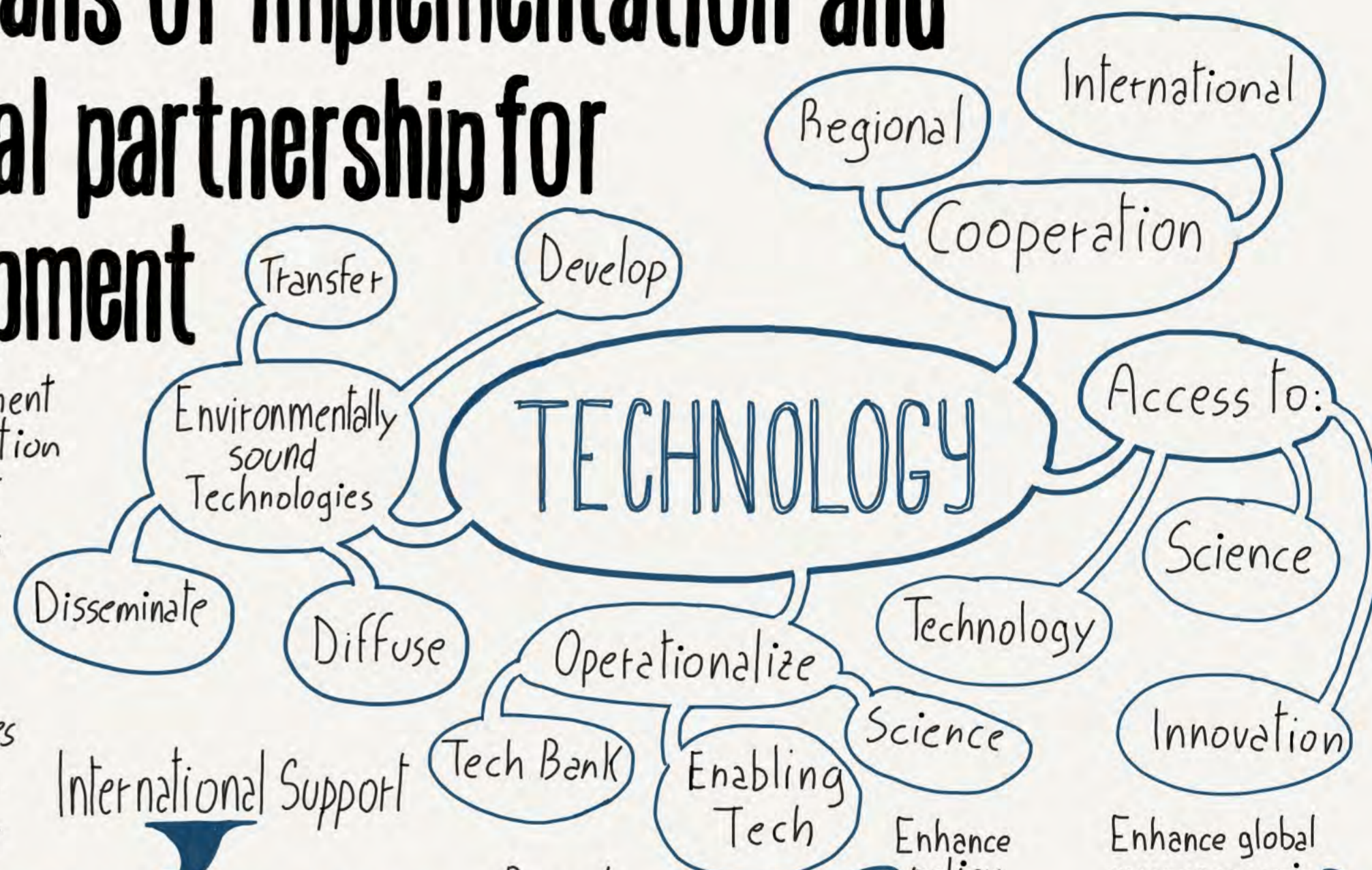
#SDGsketch

17 GOALS TO TRANSFORM OUR WORLD

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

GOAL 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

Mobilize additional financial resources for developing countries



Developed Countries to implement fully their official Development Assistance Commitments

- UNIVERSAL
- RULES-BASED
- OPEN
- NON DISCRIMINATORY
- EQUITABLE MULTILATERAL



Assist developing countries in attaining long-term debt sustainability



Implement duty-free and quota-free market access on a lasting basis for all least Developed Countries

International Support

SDGs

Respect country's policy space and leadership to establish policies for poverty eradication & SD

Global partnership for Sustainable Development to achieve SDGs in all countries



By 2020 enhance capacity-building support to Developing Countries

By 2030 build on existing initiatives to develop measurements of progress on Sustainable Development



SUSTAINABLE DEVELOPMENT

GOALS

17 GOALS TO TRANSFORM OUR WORLD

#SDGsketch

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

TAKE ACTION

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

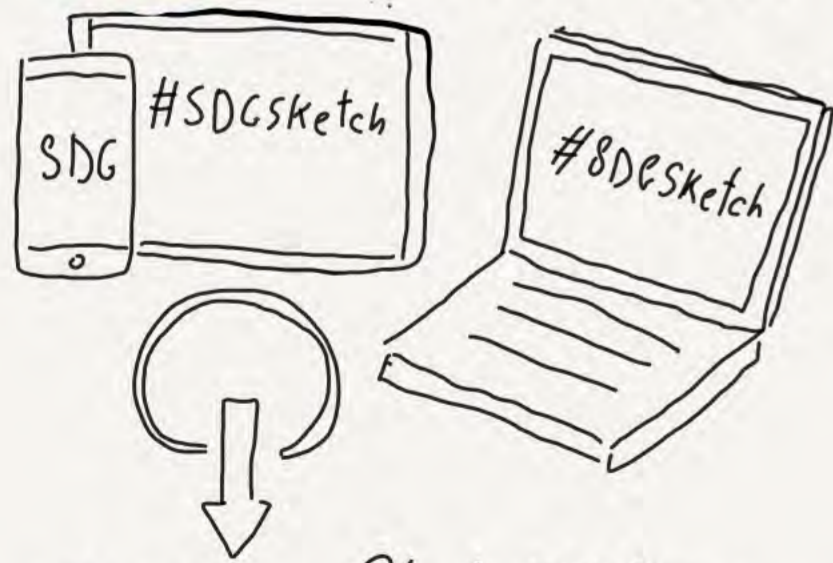


in 3 Simple Steps

Everyone needs to do their part



1 Download the free #SDGsketch ebook



- www.Club17Africa.org
- www.mavrotoselli.com/sdgsKetch.html



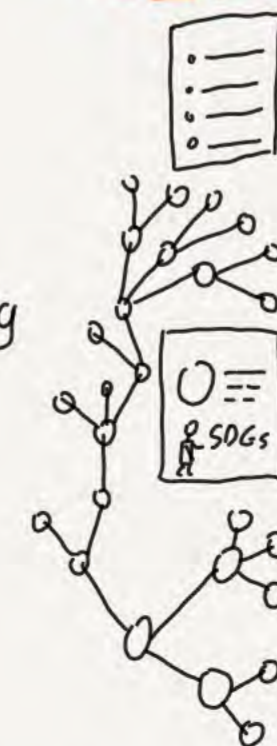
2 Build your Knowledge and create awareness. Read the ebook and find:

- (((♥))) what resonate with you
- ♥ fields where you can make something
- ♥ aspects that impact your life
- visit SDG website to know more

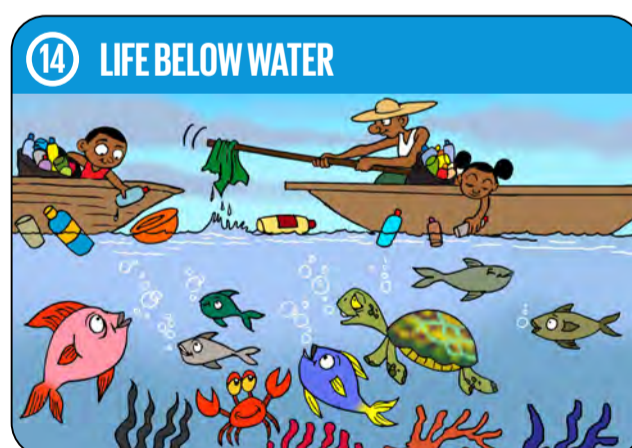
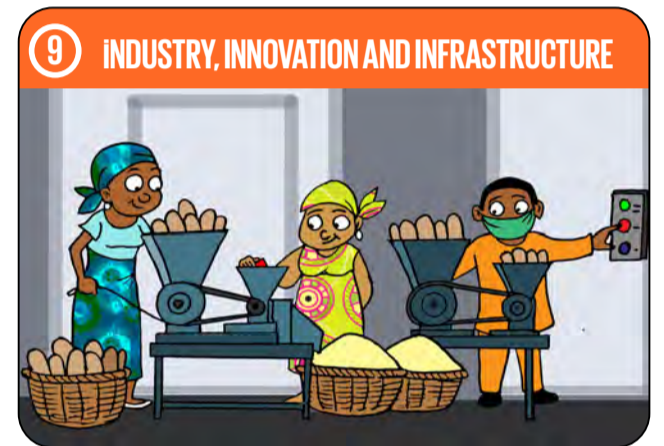
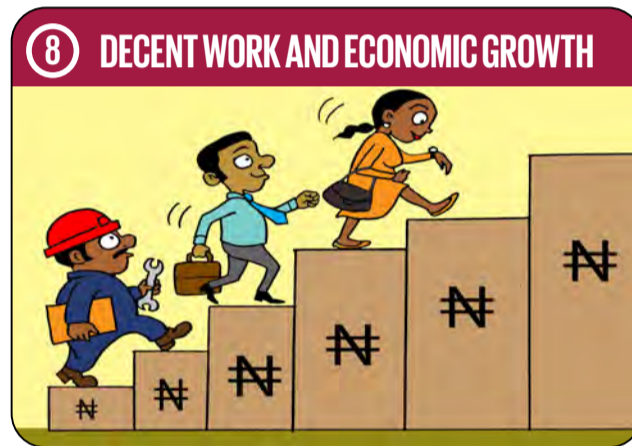
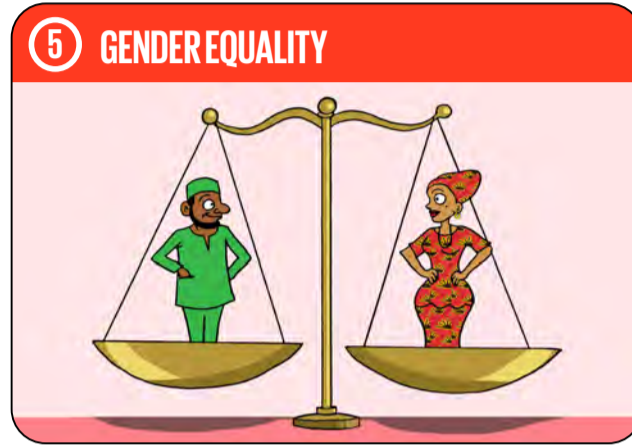
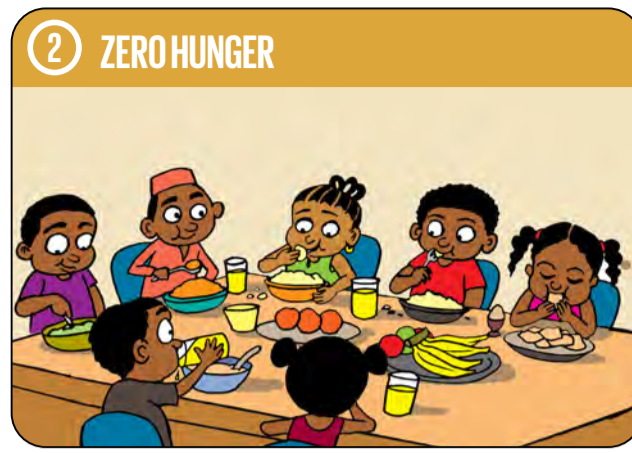


SHARE

Choose any of the SDGsketches that resonate with you and **SHARE, SHARE, SHARE** amongst your NETWORKS & Stakeholders!



THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)



PROJECT BRIEFING WITHOUT LESSON PLAN

Image courtesy of Carter Bowman



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

PROJECT BRIEFING



The Context Global Goal 5 : Gender Equality

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....

- a. 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
- b. 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.

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

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





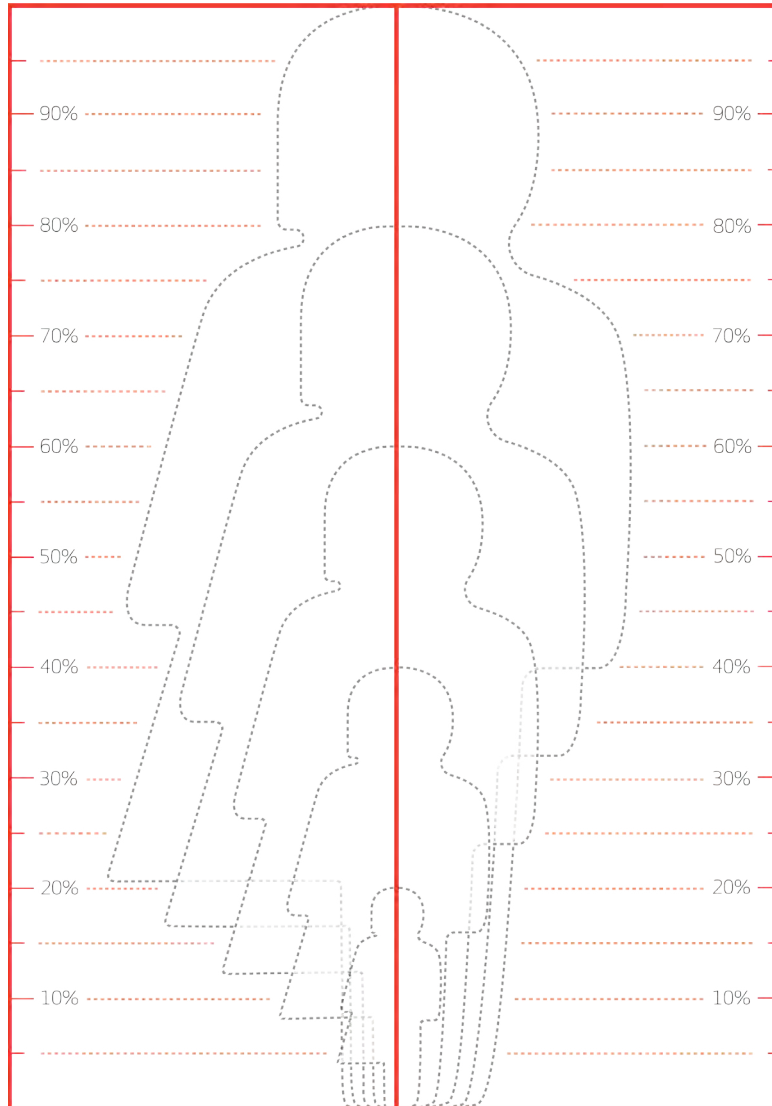
From Where I Stand



School Name

Town/District/Region
Country

Flag



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

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.

	Female	Male
POLITICAL LEADERSHIP		
Your Prime Minister / President		×
The person that represents you in your national parliament		×
LOCAL LEADERSHIP		
The local leader of your district or town council / tribal chief / head of county / mayor etc.		×
LOCAL COMMUNITY INFLUENCERS AND DECISION MAKERS		
Your head teacher		×
Your doctor	×	
The boss of one of your parents	×	×
The head of your local police		×
Your local bank manager		×
Newsreader on the TV news channel you watch or the editor of the newspaper you read		×
The lead singer of your favourite song	×	
The coach of your sports team (optional)		×
Your religious/spiritual or pastoral leader (optional)		×
TOTAL:	2	10

Handwritten calculations:
 $\frac{2}{12} \times 100 = 16.66$
 $\frac{10}{12} \times 100 = 83.33$
 17 : 83

How to calculate your ratio:

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

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

$$\frac{2}{12} \times 100 : \frac{10}{12} \times 100$$

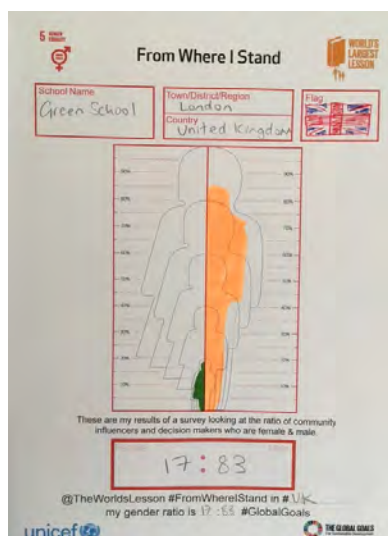
$$= 16.66 : 83.33$$

$$= 17 : 83$$

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





Total time

4 hours

Age range

8–14 years

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



For more information about teaching and learning outside visit the Outdoor Classroom Day website <https://outdoorclassroomday.org.uk/>

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 <https://janegoodall.ca/wp-content/uploads/2017/02/JGICommunityMappingGuide-1.pdf>
- For a one week lesson plan from Design for Change on how to implement a change project: <http://cdn.worldslargestlesson.globalgoals.org/2016/06/Design-for-Change-One-Idea-One-Week.pdf>
- Visit the Design For Change website (<http://www.dfeworld.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

5
mins

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

10
mins

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 "Thinking 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

1
hour

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 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

45
mins

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

45
mins

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

45
mins

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

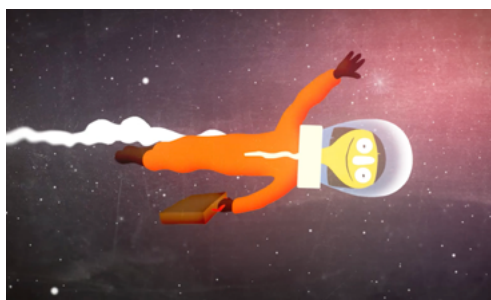
Sharing your action plan is the first step to making it happen.

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>.

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.

Appendix 1: Script and Storyboard of Animation



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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.



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Appendix 2: Guided Meditation



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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?



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Appendix 3: Suggested Questions for the Community Walk



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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?



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Appendix 4: Community Walk Activity Sheet



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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.

Questions we want to ask	Observations

1. General notes/observations:

2. Things I really like about my community:

3. Something I'd really like to see changed in my community:



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Appendix 5: Interviewing a Community Member



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- 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?



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Appendix 6: Generating Ideas



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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.

The central illustration shows a woman with a yellow face and black hair, wearing a red dress, holding a white tray with several cupcakes. Each cupcake has a different icon representing a Sustainable Development Goal (SDG). The woman is surrounded by eight empty rectangular boxes, each with a cupcake icon at the top, intended for writing ideas.



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Appendix 7: Global Goals Community Action Plan



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

1. What's the problem?

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

2. What is our idea?

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



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Total time

45–60 mins

Age range

11+ years

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

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.

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.”

<http://www.oecd.org/pisa/pisa-2018-global-competence.htm>

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>

Acknowledgements

With special thanks to **Chris Gadbury**, Twitter: @chrisgadbury www.magicstorybooks.com,

Memory Banda: <https://memorybanda.blogspot.com/>

Ndubuisi Uchea & Hayel Wartemberg: <https://wordonthecurb.co.uk/>

Odegbola 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](http://worldslargestlesson.globalgoals.org/resources-for-teaching-the-sdgs-in-nigeria/) 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**.

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

10
mins

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!

10
mins

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=lf4jpEhRubs>) - *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?*



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 in 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 people's 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.



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.

GLOBAL GOALS

MAKING CONNECTIONS



GOAL 16
Peace, Justice and Strong Institutions

GOAL 17
Partnerships for the Goals

GOAL 1
No Poverty

GOAL 15
Life on Land

GOAL 14
Life Below Water

GOAL 13
Climate Action

GOAL 12
Responsible Consumption and Production

GOAL 11
Sustainable Cities and Communities

GOAL 10
Reduced Inequalities

GOAL 2
Zero Hunger

GOAL 3
Good Health and Well-Being

GOAL 4
Quality Education

GOAL 5
Gender Equality

GOAL 6
Clean Water and Sanitation

GOAL 7
Affordable and Clean Energy

GOAL 8
Decent Work and Economic Growth

GOAL 9
Industry, Innovation and Infrastructure



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

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://wllgoalkeeperme.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



My Goalkeeper Portrait

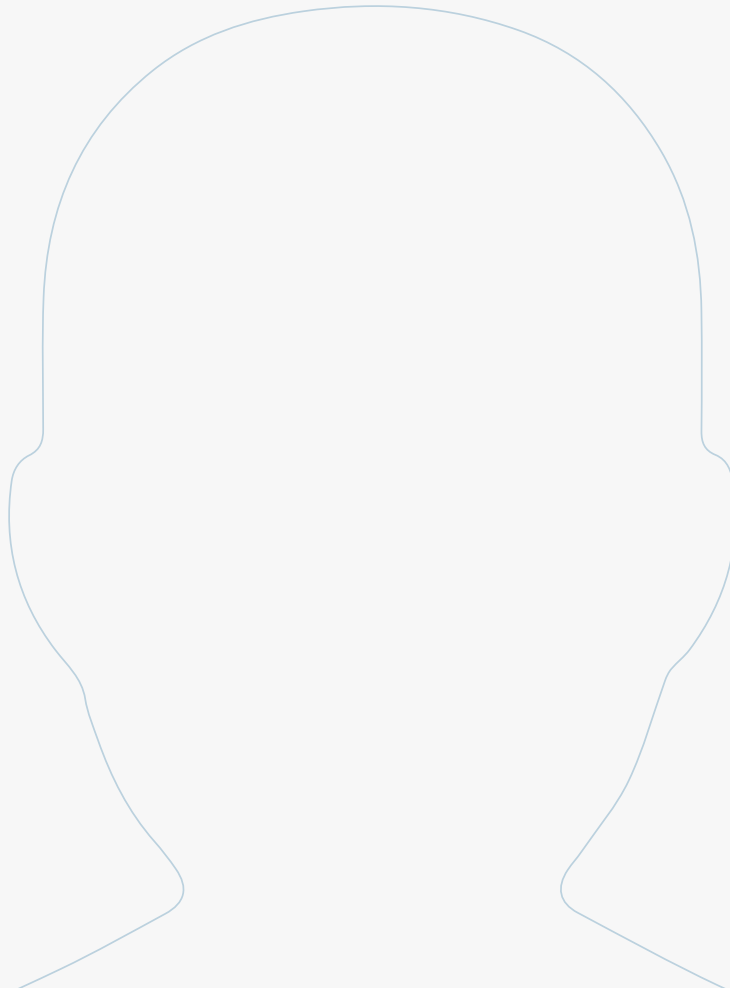


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Instructions

- 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!

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	GOALKEEPER
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Total time

60–90 mins

Age range

11+ years

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.

Acknowledgements

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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

5
mins

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

10
mins

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

10
mins

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

10
mins

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, what 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

20
mins

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

10
mins

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

10
mins

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.



SUSTAINABLE DEVELOPMENT GOALS



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 there 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

