



"Students can be empowered to use knowledge to make positive change. A creative thinker, who can challenge ideas and through collaboration deepen their understanding of global issues, will lead the change we plan to see in our world."

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei.

Aim for the highest cloud so that if you miss it, you will hit a lofty mountain."

Sharee Ineson

Sharee Ineson
Teacher, Southland Girls
High School, New Zealand

There's No Point Going Half Way - From MDGs to the Global Goals

Subject

Social Studies, Citizenship, Geography

Learning Outcome

- To know basic information about the Global Goals
- To think about the impact of the Global Goals
- To link the Global Goals to the Millennium Development Goals
- To think about why the Global Goals aim to be more sustainable than the MDGs

Preparation

- This lesson requires students to have some knowledge of the Millennium Development Goals.
- This lesson requires students to have watched the Introduction to the Global Goals animation film at www.globalgoals.org/worldslargestlesson.
- If they haven't, the lesson plan needs to be adapted to accommodate this in step 2.
- Print out appendices for lesson activities.

Total time:

60
mins

Age range:

11-14
year olds

17 PARTNERSHIPS
FOR THE GOALS



World's Largest Lesson is a collaborative education project to support the announcement of the United Nations Global Goals for Sustainable Development. The project is living proof of the importance of Global Goal 17 "Partnerships for the Goals" and would not have been possible without the help of all of our partners working with us and with each other.

Thanks to our Founding Team:



Powered By:



Distributed By:



Translated By:



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



Lesson plans created in collaboration with Think Global www.think-global.org.uk. Promoting learning for a just and sustainable world.



Learning Activity

5
mins

Watch this short film about Panyee FC (length – 5:15) at either

- <https://vimeo.com/21871455>
- <https://www.youtube.com/watch?v=jU4oA3kkAWU>

This is a short film about the formation of Panyee Football Club. Ko Panyee is a small Thai island. The film shows that against the odds the island formed one of the most successful football teams in their country.

Ask students to discuss the following with a partner:

- What was the film about?
- What were the achievements of the people in the film?
- What were the factors that led to the boys achieving their dream?
- What is the key message of the film?

Differentiation and Alternatives

If you can't access the film via internet or mobile phone, share the story in appendix 1.

Learning Activity

10
mins

Using appendix 2, diamond rank the eight Millennium Development Goals (MDGs). This means sorting the MDGs from most to least important in the shape of a diamond – so there is one goal at the top of the diamond (most important), and one at the bottom (least important), but several in the middle, basically in the shape of a diamond.

Options for ranking:

- Locally
- Nationally
- Globally
 - in terms of importance
 - in terms of results achieved
 - in terms of future actions

There are no right or wrong answers here. Rather, the aim is to have students think about and discuss their ideas.

Explain that the Global Goals for Sustainable Development are the next steps following on from the MDGs.

Differentiation and Alternatives

Alternatively, you could ask students to place the eight MDGs in order of most to least important; or ask them to choose a top three; or ask them which two they would discard and why.

Older and more able students could rank the MDGs several times using all of the various options then discuss whether they placed the MDGs differently and why they think this was.

Learning Activity

10
mins

Ask students to create a 'baseline' mind map or spider diagram about the Global Goals, pulling together initial thoughts.

On it, ask students to put down anything they already know about the Global Goals or the problems the goals are hoping to address.

Ask students - What colour, symbol and image comes to mind when you hear Global Goals? Or for any of the specific goals (or associated problems). They should add their ideas to the mind map.

Differentiation and Alternatives

Alternatively, you could ask students to create a KWL (Know, Want to know and Learnt) grid. They should draw three columns and then write down everything they already know about the Global Goals in the first column and everything they want to know in the second. They can add to this second column throughout the lesson.

At the end of the lesson, ask students to complete the final column with everything they have learnt about the Global Goals.

Anything outstanding that they 'want to know' could form the basis of a research task or a future lesson.

Learning Activity

20
mins

Speed Interviews. Students are divided into groups of six. Give each person a copy of appendix 3 and allocate one theme per person. They have three minutes to read through the sheet, Make sure they understand the language and ask any questions. Students then pair up within their group and have a minute to explain their theme to their partner, each taking a turn. Students then move round and hear from another partner about a different theme in their group. Students should note any key words and ideas as they are listening to each partner.

At the end of the speed interviews students should have heard about each theme and can add the key words and notes to their mind map. If possible, students should add these notes in a different colour to their initial ideas and reactions.

Differentiation and alternatives

Students could also use 'The World We Want', an explanation of the Global Goals for children and young people. www.globalgoals.org/worldslargestlesson.

Learning Activity

5
mins

For each Global Goal theme, ask students to think about the possible future impact and add their thoughts to the mind map. Focus on the impact in five years' time, if the goals are followed through.

Differentiation and alternatives

For older or more able students, you could ask them to think about the impact in one, five, ten and 15 years – how will it vary?

You could extend the task by asking them to think about what could disrupt the likelihood of a positive outcome for the Global Goals.

Learning Activity

10
mins

To finish the lesson, show students the 17 Global Goals in appendix 4 or 5. Ask students to diamond rank the Global Goals using the same criteria you used with the MDGs at the start. Did students come up with similar rankings?

Ask students to discuss some or all of the following:

- How do they think the Global Goals compare with the MDGs?
- What is sustainable development and how will the Global Goals be more sustainable than the MDGs?
- What are some ideas on how the Global Goals can be more successful than the MDGs?
- Ask students to think about the story they watched at the start of the lesson and the Global Goals. What is the connection?
- Why is it important for the Global Goals to be more participatory than the MDGs?

Take Action for the Global Goals

As an educator you have the power to channel students' positive energies and help them believe that they are not helpless, that change is possible, and that they can drive it.

The Design for Change "I Can" School Challenge invites children to take action, make change for themselves and share it with children across the world.

Visit www.dfcworld.com to get started.

To download a Design for Change lesson pack or a simple advice pack for young people to take action themselves visit www.globalgoals.org/worldslargestlesson



Panyee FC

Panyee is a small floating village standing on stilts in Southern Thailand. In 1986, a group of young boys living there challenged the norm and inspired generations to come with their actions. The only sports that it had ever been possible to play in Panyee were boat racing and fishing, because the village is completely surrounded by water.

However, the boys absolutely loved to watch football. One day one of the boys suggested starting a football team of their own. The boys decided they would do it and learn to be champions. The other villagers thought it was a ridiculous idea, and laughed at the group of children. Nothing like it had ever been done before in Panyee and it seemed impossible to start a football team in a village on stilts in water. The boys realised that the other villagers were right.



There was nowhere to play or practise football in the village, and no ground space to solve this problem. They had a team but no pitch. So they committed to creating their own space to play.

The boys began collecting old wood from around the village and tied wooden rafts together in the water. They worked late after school on their new playing surface. They finally finished it and had their own wooden pitch to play on, although it was uneven and unsafe. Nails protruded from the floor of the surface. The ball often fell into the water, as did the boys. They came to learn to play on a wet, slippery surface and their footwork developed well due to the small size of the pitch. The locals still insisted that they would not be able to become champions by training on their shaky playing surface.

However, one morning, one of the boys saw a poster from the mainland for a one-day football tournament. The team were unsure if they were good enough to enter, but they decided to join the tournament anyway. The boys had not realised that the rest of the village had actually been watching them practice. They all contributed towards buying them a soccer kit to wear for the tournament as a surprise. Some of the villagers even went along to cheer the boys on.

Once they started playing, the team realised they were better than they had thought. The big goals were easier targets than their tiny ones in Panyee, and they made it to the semi final. However, the match started badly because it was raining heavily and the other team were very talented. The Panyee boys' boots filled with water and weighed them down. By halftime the other team were winning by two goals. The team was disheartened, and did not know what to do.

They decided to remove their wet boots for the second half. It was more natural to them to play in bare feet, like they had done at home, and they were much faster. They quickly evened up the score. Although the other team ended up winning by a last minute goal, the Panyee village was incredibly proud of their team. Soccer quickly became Panyee's number one pastime. They built a new, smooth, full sized pitch for their team to practise on. Panyee FC is now considered one of the best clubs in Southern Thailand, having won Youth Champions titles in 2004, 2005, 2006, 2007, 2008, 2009 and 2010.

The Millennium Development Goals



MDG 1: Eradicate extreme poverty and hunger

MDG 2: Achieve universal primary education

MDG 3: Promote gender equality and empower women

MDG 4: Reduce child mortality

MDG 5: Improve maternal health

MDG 6: Combat HIV/AIDS, malaria and other diseases

MDG 7: Ensure environmental sustainability

MDG 8: Global partnership for the goals



Cut out the goals and sort into most to least important

The Global Goals for Sustainable Development

Theme 1: Poverty

(Global Goal 1 - No poverty; Global Goal 10 – Reduced Inequalities)

Aims of Global Goals 1 and 10

- Eradicate extreme poverty for all people everywhere, measured as people living on less than US \$1.25 a day.
- Ensure that all men and women have equal rights to economic resources, as well as ownership and control over land and other forms of property and inheritance.
- Build the resilience of the poor and those in vulnerable situations, and reduce their exposure and vulnerability to climate-related extreme events.
- Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin or religion.
- Facilitate orderly, safe, regular and responsible migration and mobility of people, including through implementation of planned and well-managed migration policies.

Why?

- The 85 richest people in the world have as much money as the poorest half (3.5 billion people) of the world. (Oxfam UK, 2014)

Theme 2: Personal health and well-being

(Global Goal 2 - No hunger; Global Goal 3 - Good health; Global Goal 6 - Fresh water and sanitation)

Aims of Global Goals 2, 3 and 6

- End hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.
- Ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, and that progressively improve land and soil quality.
- Reduce the global maternal mortality ratio to less than 70 per 100,000 live births.
- End preventable deaths of new-borns and under-five children.
- Halve global deaths and injuries from road traffic accidents.
- Achieve universal and equitable access to safe and affordable drinking water for all.
- Achieve access to adequate and equitable sanitation and hygiene for all, paying special attention to the needs of women and girls.

Why?

- Chronic hunger continues to afflict some 870 million people, as reflected in a high prevalence of childhood stunting and other hunger indicators. In addition, serious micronutrient deficiencies affect hundreds of millions more people. It is estimated that some three million children under the age of five die each year as a result of under-nutrition. (<http://unsdsn.org/resources/goals-and-targets/>).

Theme 3: Education, skills and jobs (Global Goal 4 - Quality education; Global Goal 8 - Good jobs and economic growth)

Aims of Global Goals 4 and 8

- Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant learning outcomes.
- Ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.
- Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
- Achieve higher levels of productivity of economies through diversification, technological upgrading and innovation.
- Achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.

Why?

- 57 million children are out of school, 31 million of these are girls, of these 57 million 49% will probably never set foot in a classroom, more than 50% of these 57 million are in sub-Saharan Africa. (http://en.unesco.org/post2015/sites/post2015/files/Making_Education_a_Priority_in_the_Post-2015_Development_Agenda.pdf).

Theme 4: A just world (Global Goal 5 - Gender equality; Global Goal 16 - Justice and peace)

Aims of Global Goals 5 and 16

- End all forms of discrimination against all women and girls everywhere.
- Eliminate all forms of violence against all women and girls in public and private spheres, including trafficking and sexual and other types of exploitation.
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life.
- Significantly reduce all forms of violence and related death rates everywhere.
- End abuse, exploitation, trafficking and all forms of violence and torture against children.

Why?

- In sub-Saharan Africa, western Asia and southern Asia, boys still significantly outnumber girls in secondary and tertiary education.
- Globally, women still occupy less than a quarter of seats in parliament. (<http://www.theguardian.com/global-development/2015/mar/26/millennium-development-goal-three-gender-equality-explainer>).

Theme 5: Sustainability (Global Goal 7 - Energy for the future; Global Goal 9 - Strong infrastructures; Global Goal 11 - Safe environments; Global Goal 12 - Sustainable living; Global Goal 17 - Partnerships for the future)

Aims of Global Goals 7, 9, 11, 12 & 17

- Ensure universal access to affordable, reliable, and modern energy services.
- Develop quality, reliable, sustainable and resilient infrastructure to support economic development and human wellbeing, with a focus on affordable and equitable access for all.
- Ensure access for all to adequate, safe and affordable housing and basic services, and upgrade slums.
- Achieve sustainable management and efficient use of natural resources.
- Halve per capita global food waste at the retail and consumer level, and reduce food losses along production and supply chains.
- Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development.

Why?

- It is estimated that in 2015 still about 2.8 billion people have no access to modern energy services and over 1.1 billion do not have electricity. Furthermore, around 4.3 million people are dying prematurely every year due to indoor pollution resulting from cooking and heating with unsustainable fuels. (<https://sustainabledevelopment.un.org/topics/energy>).

Theme 6: Environment (Global Goal 13 - Protect the planet; Global Goal 14 - Life below water; Global Goal 15 - Life above water)

Aims of Global Goals 13, 14 and 15

- Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.
- Prevent and significantly reduce marine pollution of all kinds, particularly from land-based activities.
- Effectively regulate and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices.
- Promote the implementation of sustainable management of all types of forests, halt deforestation and restore degraded forests.
- Take urgent and significant action to reduce degradation of natural habitat and halt the loss of biodiversity.

Why?

- An estimated 60% of marine ecosystems are used unsustainably or degraded as a result of overfishing, pollution, warming, sea level rise, and acidification driven by human-induced increases in CO2 concentration in the atmosphere. (<http://unsdsn.org/resources/goals-and-targets/>).

THE GLOBAL GOALS

For Sustainable Development



The Global Goals - a low resolution print version

THE GLOBAL GOALS

For Sustainable Development

