



WORLD'S
LARGEST
LESSON

When learning about the misfortunes of cultures and communities around the world, my students often ask, "How can this happen?" Sometimes, one asks, "What can we do to help?"

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Working Together to Achieve the Global Goals

Subject

Social Studies, Citizenship, Geography

Learning Outcome

- To know about the Global Goals
- To consider the complexity of and some strategies for achieving the Global Goals
- To devise ways in which students can contribute to the Global Goals
- To understand the importance of working together to achieve the Global Goals

Preparation

- Review the lesson plan.
- If your students have not seen the Global Goals introduction animation film adapt this lesson plan to include it.
- Print out enough copies (1 per child) of the images in appendix 2. Stick these onto card and cut them into puzzle pieces. Note you will need one puzzle per student.

Note: This lesson is an ideal follow on lesson to the "Introducing the Global Goals" lesson plan that includes the viewing of the animation film or reading of the comic book.

Total Time:

60
mins

Age Range:

8-11
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.

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



Introduction

5
mins

Ask students to write down or draw all of the basic things that we all need to survive. Give them 1-2 minutes. Prompt if necessary using words such as, water, food, shelter, healthcare. If students have seen the Introduction to the Global Goals animation, then encourage them to think of what they saw.

Explain that there are many people in the world who do not have access to some of our basic needs, such as enough food, drinkable water, and appropriate shelter.

Remind students of the United Nations Global Goals for Sustainable Development, which are to improve the quality of life for all people around the world, including the environment we live in. Show students the Goals in appendix 1.

Note: If students haven't seen the animation film introducing the Global Goals www.globalgoals.org/worldslargestlesson please adapt this lesson and show it here (additional 8 minutes).

Learning Activity

25
mins

For this activity you will need to have the same amount of puzzles as students (appendix 2).

- There are seven different types of puzzles, each with a picture representing different theme areas from the Global Goals.
- Give each student a number of puzzle pieces.
- Pieces should be allocated so that some students have exactly the right number of pieces, some have more than they need, while others don't have enough. Do not reveal this to students.
- The aim is to complete as many of the puzzles as possible as a group in order to make whole puzzles and 'meet' all of the seven Global Goals' themes.
- There will be three rounds.

Round 1: Students work alone to complete their puzzle: 5 minutes

- Students will find that to complete their puzzle on their own is very difficult, or maybe impossible.
- Allow time for the students to work out that they do not all have the same number of pieces and that they may need to change the way they are working to meet their aim of completing their puzzle. (Trading, working with others etc.)

Round 2: Pairs or small groups: 8 minutes

- Students may decide to team up without prompting. If not, suggest that this may be a solution to completing their puzzles.

Round 3: Whole class: 10 minutes

- Students will find that, if they all work together as a large community, they are able to complete the puzzles and achieve all of the Global Goals.

The aim of the activity is to try to demonstrate that, while some students have all they need, others may be lacking. The only way to complete all the puzzles is for everyone to work together. This can be adapted to be as simple or complex as is suitable for the class.

It can also show that students or groups with only a very few pieces are still essential to completing the puzzle. Every little contribution is important.

This activity could be a noisy and chaotic one – be prepared! Try to let students come up with their own ideas and solutions as much as possible and this will lead to some fascinating discussions afterwards.

Discussion

5
mins

Discuss: Ask how all of the Global Goal puzzles were completed. Guide the discussion to make comparisons between the exercise and how it relates to the world. How can we ensure that all people work to achieve the Global Goals and enjoy the results? What do we need to do as a global community to ensure that everyone achieves the Global Goals?

This discussion is important to draw out the learning from the puzzle activity and to link it back to the Global Goals.

Differentiation and Alternatives

This could be done as a written task, giving students time to reflect individually on what they learnt from the puzzle activity.

What Can We Do Right Now?

20
mins

What can we do right now? Brainstorm ways in which we can work together to start achieving the Global Goals.

Ideas might include:

- contacting local and national charities to find out how we can contribute
- participating in clean-up campaigns, such as cleaning garbage from a beach, park, etc.
- writing to councils, local governments, etc., to request small improvements and changes. (This could be a formal writing assignment).
- finding ways to protect our environment at school, around the home, and in the local community, e.g. recycling programs, community gardens, car-pooling, etc.
- Telling others about the Global Goals - students can work with one another and with their families to broaden education and awareness of global issues by committing to tell a number of people about the Global Goals and directing them to find out more at www.globalgoals.org
- finding out about and following campaigns, and/or signing petitions such as #upforschool to support Goal 4 Quality Education www.aworldatschool.org/upforschool

Differentiation and Alternatives

This activity could be extended by prioritising the ideas, categorising them by highlighting using different colours or by putting them to a class vote to decide which one students will act on first.

Students could visit the Design for Change website www.dfeworld.com and view some of the superheroes stories to see what other young people have achieved.

Discussion

5
mins

Ask students what they learnt about working together and achieving goals.

Then ask them what advice they would give to politicians/governments who are responsible for working towards achieving the Global Goals.

Differentiation and Alternatives

This task could be extended into a written task for homework.

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

DESIGN *for*
CHANGE

THE GLOBAL GOALS

For Sustainable Development



THE GLOBAL GOALS

For Sustainable Development

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

THE GLOBAL GOALS
For Sustainable Development



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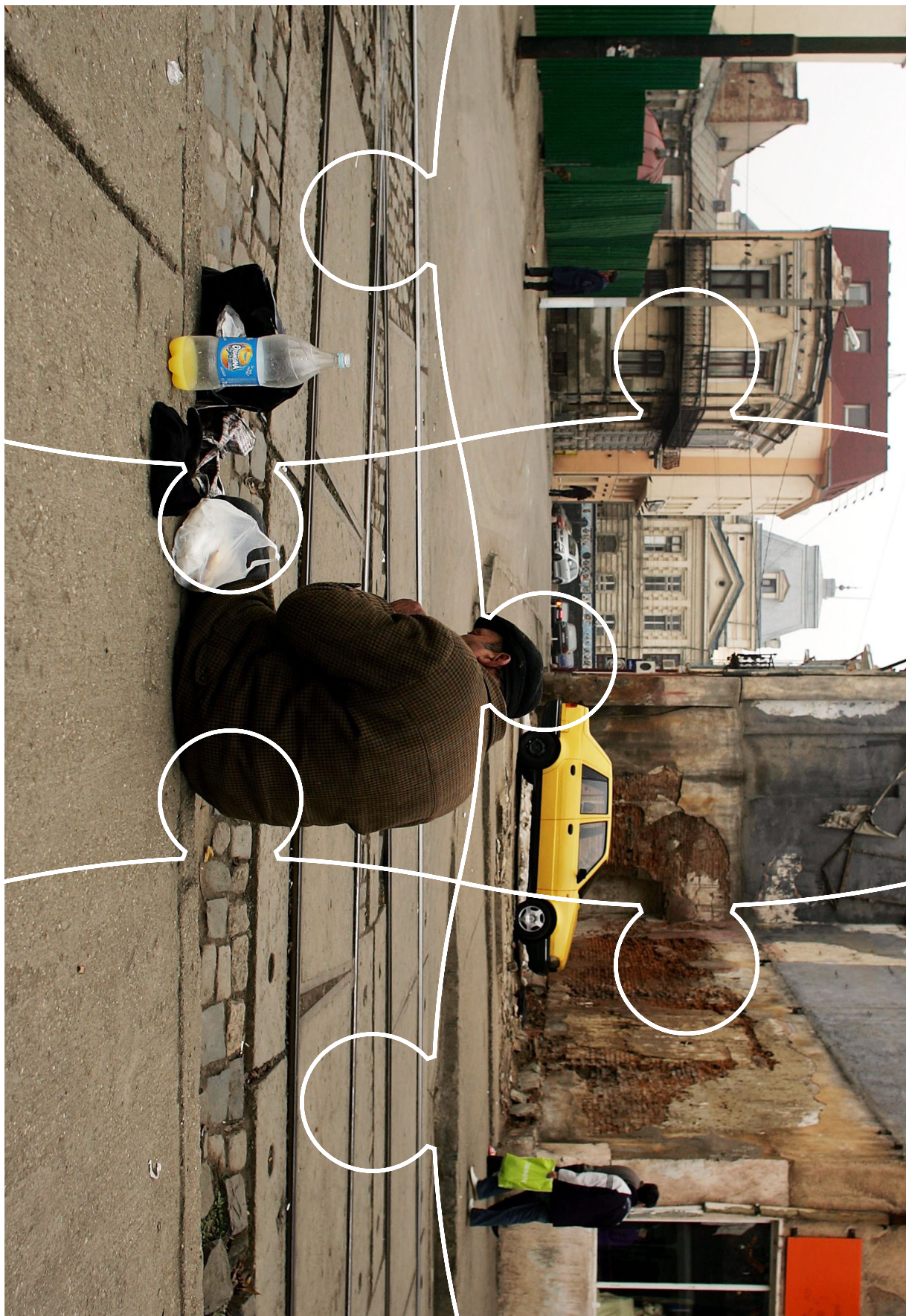
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