



**WORLD'S  
LARGEST  
LESSON**

Total time

**30**  
minutes

Age group

**8+**  
years



# HALFTIME TALK FOR THE GLOBAL GOALS

#ImagineWinning

## STATE OF PLAY

In 2015, world leaders agreed to the Sustainable Development Goals - a game plan to tackle the world's biggest problems by 2030. But ongoing crises have stalled or even reversed progress on the Goals. Although we're down at halftime, any match is won in the second half. We need to reflect on our achievements, learn from our setbacks and come up with new tactics to ensure the Goals are achieved.

## WHY ARE WE TALKING ABOUT A HALFTIME

2023 represents the halftime moment for the Global Goals. This is the time to come together and reflect on where we stand at the halfway mark and to ask ourselves - what do we want to see happen in the next 7 years?

This lesson uses the sporting analogy of a 'halftime', where matches are played in two halves. Halftime is the name given to the interval between the two halves of the match, where typically the teams will review the first half of the game, consider what's going well and whether they are playing at their best. After they've assessed what's happened, they might then think about whether they need to make any changes for the rest of the game to achieve their goal – which is to win. It is also during the halftime that the coach delivers a speech to motivate their teams to play better, and come back stronger in the second half to win the game.

The Halftime Talk is designed to help create a moment of reflection on the first half of the Global Goals (2015 - 2023), and help students to strategize and take action for the second half (2023 - 2030). The aim is to help students imagine what winning for the Global Goals might look like for them.

## SHARING YOUR WORK WITH THE WORLD'S LARGEST LESSON

Share your work and photos with us, and upload your students' artwork on our [Fact-ivism](#) website. We will showcase their work with thousands via the World's Largest Lesson social media accounts and we'll take it to international education events during the [United Nations General Assembly](#) (19 - 29 September) and [COP28](#) (30 November - 12 December 2023).

Connect with us [@TheWorldsLesson](#) or email us [lesson@project-everyone.org](mailto:lesson@project-everyone.org)

**Thank you for being part of the World's Largest Lesson!**

# STUDENT LEARNING OBJECTIVES

By the end of this lesson:

- I understand what halftime for the Global Goals means
- I can come up with ideas and solutions for the halftime moment of the Global Goals

## CONTENTS

This lesson plan contains instructions for teachers to use alongside the given powerpoint presentation.

[Please access the presentation slides here.](#)

Please note: Part 1 and Part 2 are to be delivered in the same session.

### Part 1: The Goals at Halftime

- Slide 2: Icebreaker!
- Slide 3: What does sustainability mean?
- Slide 4: The Global Goals
- Slide 5: What's the score at halftime?
- Slide 6: The world needs a halftime talk
- Slide 7: Halftime trailer

### Part 2: Imagine Winning

- Slide 8: What world do you want in 2030?
- Slide 9: What does your world look like?
- Slide 10: What skills do we need in make this happen?
- Slide 11: Use your skills to take action at the halftime
- Slide 12: Next steps - Let's become Fact-ivists!



## PART 1: THE GOALS AT HALFTIME

### Slide 2: Icebreaker!

2 mins

Start with an icebreaker activity - ask students:

**Question 1: If you could change one thing about the world, what would it be?**

This is an open-ended question, so get students share their answers with the rest of the class.

**Question 2: What does sustainability mean to you?**

- a) making sure no one goes hungry or homeless
- b) protecting animals and nature
- c) preventing wars
- d) making fair laws and regulations

For Question 2, ask your students to share what answer resonates with them the most. Remind them that there are no right or wrong answers, and welcome any additional thoughts that are not included in the given options.

### Slide 3: What does sustainability mean?

1 min

When moving on to this slide, tell your students:

*“Sustainability can mean different things to different people - (referring back to the previous slide) it does mean making sure that no one goes hungry or homeless, it is protecting animals, nature and preventing wars, and it is also making fair laws and regulations.*

*Importantly, it is taking action today to develop and share a better world for our people and planet tomorrow and for generations to come.”*

### Slide 4: The Global Goals

2 mins

Present the Global Goals grid to students and ask them:

- *Do you know about the Global Goals?*
- *Can you explain what they are and why they exist?*

You can then give this explanation:

*“The Sustainable Development Goals (SDGs) or Global Goals are a collection of 17 interlinked goals with actions agreed by all 193 countries of the United Nations in 2015. They are a call for action by all countries in the world to care for all people as well as our planet. (Here, make the link with the definition from the previous slide).*

*It is the biggest plan that all the countries in the world have come together on, and it's the world's to do list - a list of actions tackling some of our biggest challenges like poverty, looking after everybody's health, and making sure the world is fair and equal for all people and nature."*

## Slide 5: What's the score at half time?

3 mins

Remind your students that the Global Goals were introduced in 2015 and have the big ambition to be achieved by 2030.

Then, ask your students:

- *Do you know why 2023 is an important year for the Goals?*
- *It is because we are now at the halfway point in achieving them.*

So let's take a look at the score at halftime - ask your students:

- *What do you think the biggest problems and challenges linked to the Global Goals are?*
- *From what you have seen and heard, can you think of anything that has made it harder to achieve the Goals?*

You can help them by listing poverty, hunger, plastic pollution, or the Covid-19 pandemic as examples.

Now what about good news? Ask your students:

- *Can you think of any examples of progress or good news that the world has achieved?*

You can help them to link these back to the SDGs and use the examples below as a guide (source: [Our World in Data](#)):

- SDG 3: Technology and science have helped achieve major breakthroughs in treatment and medicine.
- SDG 4: More children have access to basic education than ever before.
- SDG 5: More women are in leadership roles than ever before.
- SDG 7: More than 90% of the world has access to electricity.
- SDG 13: Renewable energy solutions are becoming cheaper than fossil fuels, more reliable and more efficient every day.

Next, take it from global to local - ask your students:

- *Looking at our local community, what progress do you think we have made for the Goals?*

## Slide 6: The world needs a halftime talk

2 mins

Ask your students:

- Are you familiar with the concept of a 'halftime' and a 'halftime talk' in sports?
- Why do you think the world might need a halftime talk?

Explain briefly the concept of the halftime: *"it is when the sports coach and team come together to evaluate how the first half of the match went, and strategize on how to win in the second half."*

Then, remind your students:

*"2023 is the year of the halfway mark for the Goals, so at halftime, we must do what all the greatest teams do when they are losing: use the tools at our disposal and work together to put them in action. We have the solutions to overcome these challenges. What we need now is to regroup, re-energize, recommit, go back out there and win."*

## Slide 7: Halftime trailer

2 mins

Play the halftime trailer and ask students to share their thoughts.

Halftime trailer link here: <https://www.youtube.com/watch?v=1fLBvIXXOes>

## PART 2: IMAGINE WINNING

### Slide 8: What world do you want in 2030?

5 mins

Ask students to think about what winning for the Global Goals looks like for them.

#### **For younger students (8-11 years):**

For this exercise lead a 2-minute imagination with your students.

- Each student will need a piece of paper and pen/pencil
- They can choose to express themselves as how they want: they can write or draw their answers, or simply keep it to themselves.
- Encourage students to think big and be creative with their answers, and that nothing is impossible in this exercise
- Ask all the students to close their eyes and say the following:

*"Imagine a world where all the Global Goals are achieved. What can you see?"*

*What does it look like?*

*What does it sound like?*

*What does it feel like?*

*What makes you smile about this world?"*

Give your students a little moment to write or draw their vision.

### For older students (11+ years):

For this exercise, ask your students to suggest a newspaper headline or social media post for 2030. This should be one sentence about something positive that has been achieved for the Global Goals - something that would happen if we 'won' the Global Goals!

For example: "Success! 100% of the world's population now has access to clean and safe drinking water!" or "For the first time ever, no child has gone to bed hungry!"

## Slide 9: What does your 2030 look like?

3 mins

Use this slide to encourage students to share their thoughts from the previous exercise or replace with images of cities that are more relevant to your students.

## Slide 10: What skills do we need to make this happen?

5 mins

Next, ask students what skills they think we will need to make their visions and imaginations a reality.

### Instructions:

1. Have a blackboard / whiteboard / jam-board / word-cloud generator ready to capture your students' answers
2. Ask the whole class to share at least one skills they think is needed to achieved the SDGs by 2030
3. Use the following questions to guide them:
  - a. *What is the most important problem to solve for the Global Goals?*
  - b. *What skills do you think are needed to achieve this?*
  - c. *What are the different ways in which we can make progress?*

By the end of the exercise, you should have a board with multiple different skills listed, with differentiations for the ones that have been mentioned multiple times.

Next, consider together:

- *What has come up the most?*
- *Did you expect these skills to come up?*
- *What has surprised you?*

### Tip!

*In the WLL Transforming Education Survey, 37.000 students said the skills they wanted to learn most were: climate education; data skills; financial literacy; taking care of the planet; taking care of their mental wellbeing.  
Use these to help inspire your students if needed.*

## Slide 11: Use your skills to take action at the halftime

5 mins

Now, ask students:

1. How might the skills we identified support you in taking action this halftime?
2. To raise awareness for the Goals, who can you tell about this moment?
3. As an individual, what action might you be able to take?
4. As a collective, what might we be able to do as a class? As a whole school? As a global community?

As an example, if someone mentioned public speaking as a skill, ask them how they can use public speaking to raise awareness.

To conclude, choose an activity to do with your class that came up during this exercise. Or, below are some of our suggestions!



### **1. Share an idea:**

The best way to get somebody to commit to any type of behaviour is to make a commitment to themselves or to another person.

So ask your students to write down an idea of what they will learn or what skill they will develop for the Goals in the following way:

- To protect the earth, I will...
- To achieve the SDGs, I will...

Once they are done, collect and display all the ideas in the classroom, to create a class charter.

**The commitments could be something they could do today, or something to work towards in the future. It could be a lifestyle change, a campaign for change in the community, or ambition to learn a new skill or get a particular job**

### **2. Create a halftime huddle:**

If space permits, have your students perform a halftime huddle.

For this, ask your students to agree on a tagline for the Goals - for example: "1,2,3 Global Goals!" and then get your students to stand up, form a huddle and shout the tagline together.

#### **Tip!**

*Once you have completed this exercise, you might want to take a moment to empower your students by reminding them that every single person has something unique to contribute to the Goals, and that everyone has a role to play in making them a reality.*



## Slide 12: Next step - become a Fact-ivist!

As you move on to this slide, explain to your students:

*“We have just gone through the process of creating our own halftime talk, where we have evaluated the progress made in the first half of Agenda 2030, and have strategized how to win the second half. By understanding what needs to be done, and how to make it happen, and have now committed to taking action for the Global Goals! As the next step, we will become Fact-ivists!”*

Fact-ivism invites students to learn about data, pick a data point that inspires them to take action for the UN SDGs, visualise their piece of data and then upload their data card to a digital gallery for students all around the world to see.



Why are we focussing on data?

Students can use data to understand the Global Goals and take action around them. By teaching your students how to work with data, you can empower them to become ‘fact-ivists’ and use information to make change! In doing so, you are helping them develop data literacy, a crucial skill for the modern world and achieving the Global Goals.

So head over to the [Fact-ivism website](#) to get started!

## Congratulations you have completed the Halftime Talk for the Global Goals!

If you take any photos or videos, please share them with us at [lesson@project-everyone.org](mailto:lesson@project-everyone.org)  
If you post on social media, tag us and use the #imaginewinning.

