Global Goals Week Lesson Toolkit

In partnership with

WORLD'S LARGEST LESSON

unicef for every child

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Welcome to the Global Goals Week Lesson Toolkit!

Every year, world leaders come together in New York to discuss the progress of the Global Goals and ways forward to accelerate their progress. We believe that educators and youth are impactful players when it comes to the Goals.

This year, we want to bring the magic of Global Goals Week to your classrooms through our Global Goals Week Lesson Toolkit. Rather than just teaching youth about the goals, our aim is for this toolkit to give educators guidance in developing skills and competencies within their students that can help them make a difference and tackle some of the world's biggest problems.

What to expect in this toolkit:

- A brief introduction to the toolkit
- An overview of the sustainability competencies
- 5 lesson plans, ppts, bite-sized activities and discussion questions to help you develop 5 competencies within your students (you can pick and choose what activities work for you!)

Valuing Sustainability
Harnessing Data
Systems Thinking
Circular Design Thinking
Collective Action

What are the Sustainability Competencies?

In 2023, The World's Largest Lesson created a report, "Ready, Willing and Able? Accelerating the development of sustainability competencies through learning," which identified the skills and competencies youth need to make an impact.

UNESCO defines competencies as the skills needed to navigate action and self-organisation in various complex contexts and situations.

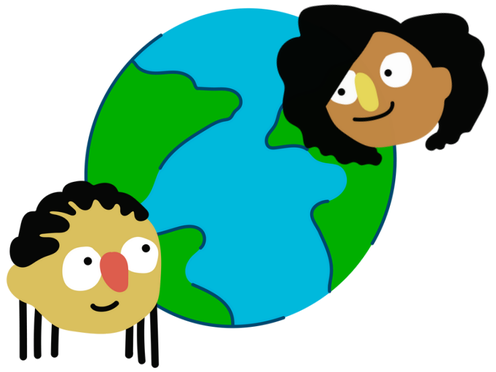
In a world where young people wish to create change rather than simply advocate for it, sustainability competencies can act as a self-assessment or guiding tool. These tools help assess personal growth, highlight strengths, and identify areas for improvement.

VALUING SUSTAINABILITY:

EDUCATOR'S INTRODUCTION

What is Valuing Sustainability?

- To identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
- To be open to challenging your own personal role in sustainability.
- To reflect on personal values and how they play a role in our own impact on sustainability.



Bite-Sized Activity (15-30 minutes, ages 8-14)

- Write a journal entry describing a day where you used your passion to help your purpose. It can be realistic, or imaginary.

Sample Discussion Questions (15-30 minutes, ages 8-14)

- What are your passions - what do you love doing? (It could be a hobby, a subject at school, a game or a characteristic like making people laugh or caring for others.)
- What is your purpose - what do you care about? (You could use the SDG grid to explore different issues. It might be a local issue or a global issue.)
- Put them together! How could you combine your passions and your purpose? (Don't worry about being realistic, get creative! The idea is to connect things you love doing with things you care about.)

Introduction to Partner Activities:

Can you be a Changemaker? (30-60 minutes, ages: 3-11)
Which Changemaker are You? (10-15 minutes, ages 12+)

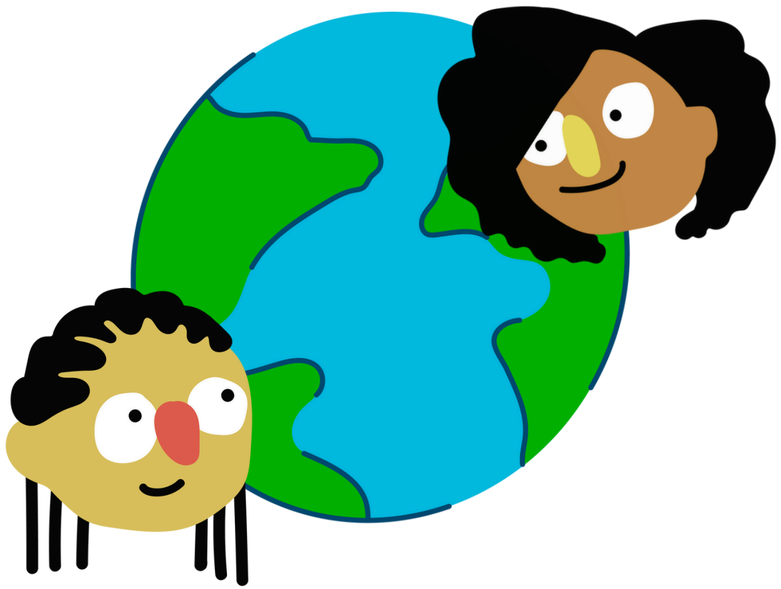
Slides for Your Students

1. Intro to Valuing Sustainability
2. Bite-sized activity
3. Discussion questions

VALUING SUSTAINABILITY

What is Valuing Sustainability?

- Valuing sustainability means understanding that different people care about different things and that these values can change over time.
- Reflecting on your own beliefs and seeing how they affect your impact on the world's sustainability



ACTIVITY TIME!

Write a journal entry describing a day where you used your passion to help your purpose. It can be realistic, or made up!

LET'S CHAT!

- What are your passions - what do you love doing?
- What is your purpose - what do you care about?
- Put them together! How could you combine your passions and your purpose?

HARNESSING DATA:

EDUCATOR'S INTRODUCTION

What is Harnessing Data?

- To identify and collect data. To clean, store, analyse and visualise large data sets for project monitoring, evaluation and decision making.

Bite-Sized Activity (15-30 minutes, ages 8-14)

- What is data? (A collection of facts that can give us information about something or someone)
- How do these images relate to data? (images featured on following slides)

Sample Discussion Questions (15-30 minutes, ages 8-14)

- Ask students to raise hands based on their preference: Do you prefer cats to dogs?
  - Now you see, you are all data! Data helps us learn and make decisions, like whether you should get a class kitten or a class puppy…
- Data is collected and presented in different ways. Get up and arrange yourselves into graphs! (Ex. Do you have a pet? Arrange into groups with the same animal pet, ex. How old are you? Arrange yourselves in order of age, ex. What is your favourite colour? Arrange into groups with the same favourite colour.

Introduction to Partner Activities:

Become a Fact-ivist (60-90 minutes, ages: 8-14)

Slides for Your Students

1. Intro to Harnessing Data
2. Bite-sized activity
3. Discussion questions

HARNESSING DATA

What is Harnessing Data?

- Finding and collecting information that helps us understand how our actions affect both people and the planet.
- We organise data and create charts or graphs to help us study it
- By using this data, we can make better decisions that support people and planet

ACTIVITY TIME

Raise your hands if you like cats!
Raise your hands if you like dogs!

ACTIVITY TIME

Now you see, you are all data! Data helps us learn and make decisions, like whether you should get a class kitten or a class puppy…

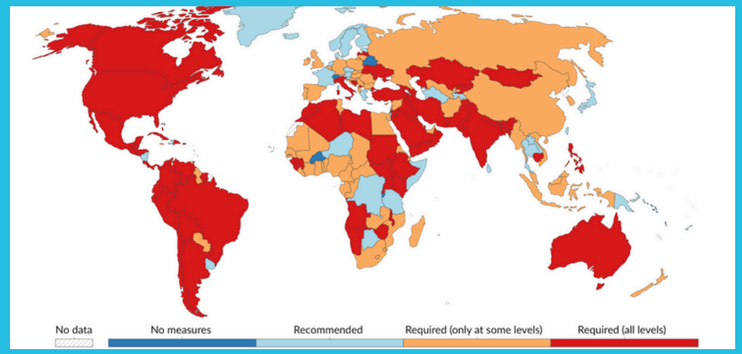
LET'S CHAT!

WORLD'S LARGEST LESSON

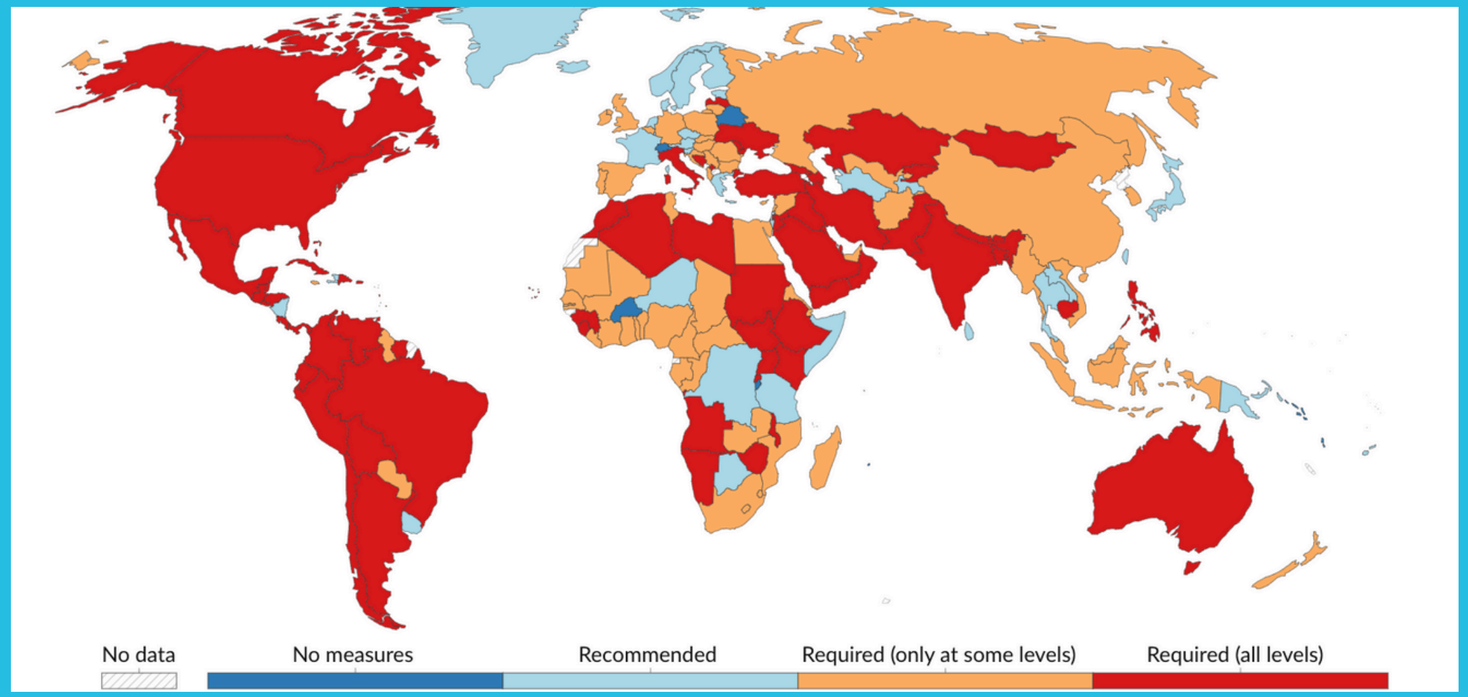
What is data?

LET'S CHAT!

How do these images relate to data?



LET'S CHAT!



- This map shows COVID-19 School Closures data at one point in 2020
- Using data from all over the world, we can calculate that students missed a total of 2 trillion hours of learning due to the pandemic!
- Imagine how much data you need to calculate that.

LET'S CHAT!

- Data is present in democracy!
- Here you can see a paper ballot
- They are processed by hand to turn them into digital data for national voting.

LET'S CHAT!

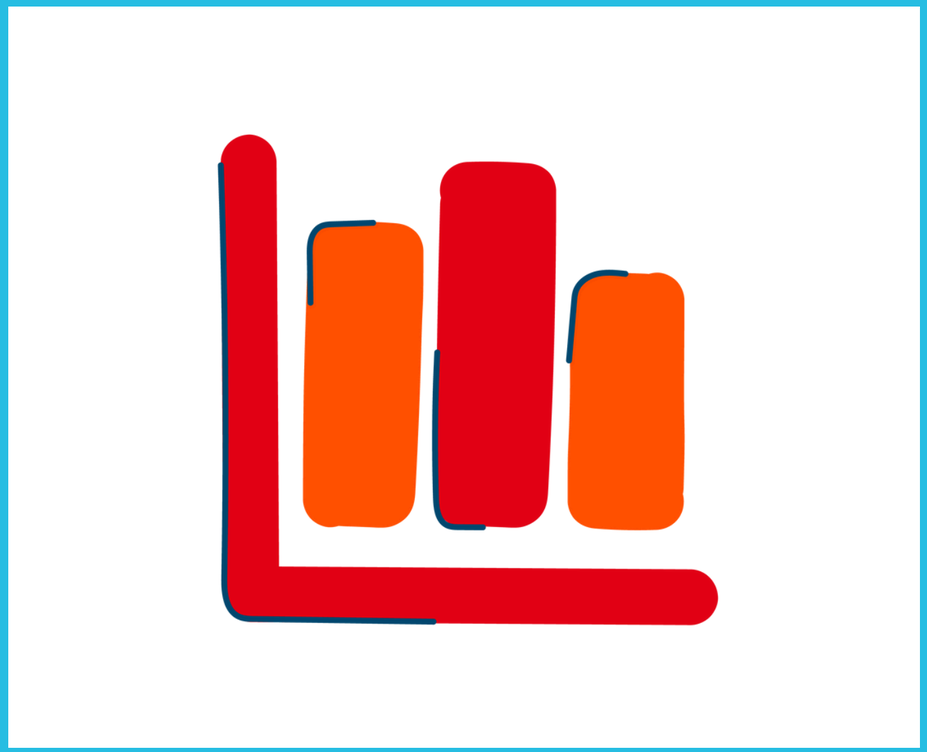
- Social media companies track huge amounts of data.
- They track what you like, what items you put in your cart, your hobbies and interests.
- They can even recognise your face in photos!

LET'S CHAT!

- Netflix knows what you have watched, what you like, & what you started but didn't finish.
- For example, it has revealed that subscribers have spent over two billion hours watching films starring Adam Sandler since 2015!

ACTIVITY TIME

Data is collected and presented in different ways. Get up and arrange yourselves into graphs!

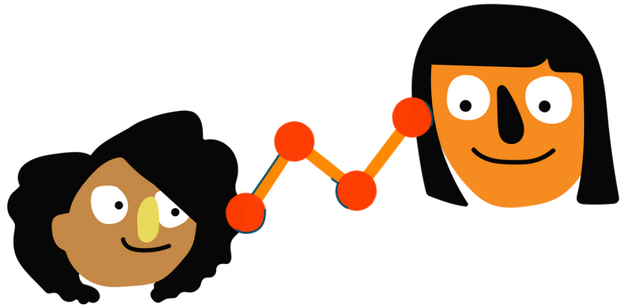


SYSTEMS THINKING:

EDUCATOR'S INTRODUCTION

What is Systems Thinking?

- To approach a sustainability problem from all sides.
- To consider time, space and context in order to understand how elements interact within and between systems.
- To understand that humans are all global citizens and that our actions can have consequences across the world.



Bite-Sized Activity (15-30 minutes, ages 8-14)

- Think about your favourite SDG and why you care about it.
- Someone stand up and say their favourite SDG and why they care about it. They throw a ball of string to a random classmate, keeping hold of one piece of string, creating a string line between the thrower and the catcher. (If you don't have a ball of string just throw a ball)
- Whoever catches it stands up and says their favourite SDG and why they care about it. The class then has to find connections between those two SDGs.
- Ex. SDG 2 Zero Hunger connects to SDG 4 Quality Education because if you are hungry you won't be able to concentrate at school.
- Then repeat, making more and more connections between all the SDGs.

Sample Discussion Questions (15-30 minutes, ages 8-14)

- What local, national, and international systems are you a part of?
- How are you connected to other people in your community and the natural world?
- What are some examples of how one person's actions can have impacts on the people and world around them?

Introduction to Partner Activities:

Systems Iceberg (45-60 minutes, ages 8-14)

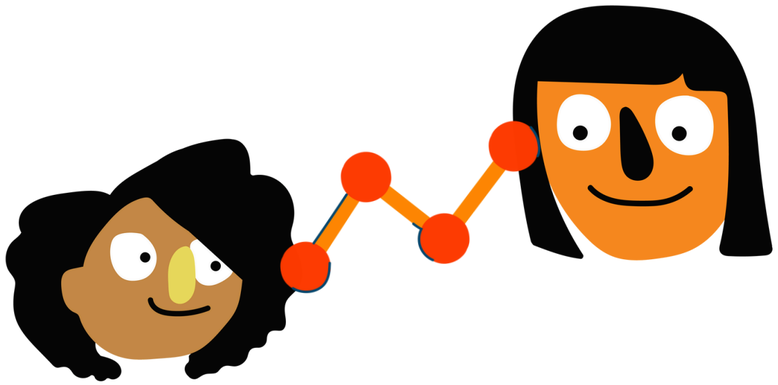
Slides for Your Students

1. Intro to Systems Thinking
2. Bite-sized activity
3. Discussion questions

SYSTEMS THINKING

What is Systems Thinking?

- This means looking at a sustainability problem from every side.
- Thinking about how it affects different places and situations to understand how everything is connected.
- Realising that we're all part of one big global community, and what we do can positively impact people and the planet everywhere.



ACTIVITY TIME

WORLD'S LARGEST LESSON

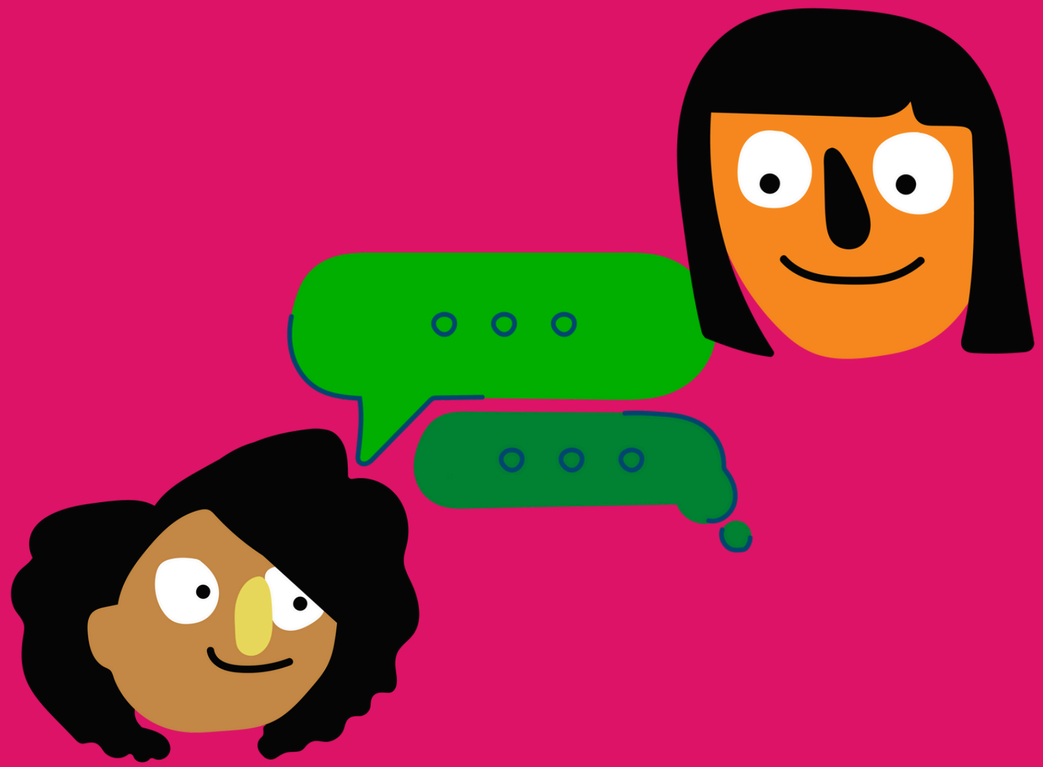
Think about your favourite Sustainable Development Goal. Why do you like it?

ACTIVITY TIME

WORLD'S LARGEST LESSON

Time to make some connections!

LET'S CHAT!



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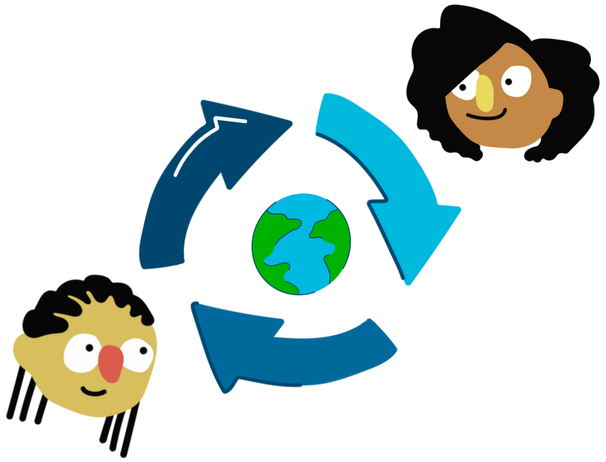
- How are you connected to other people in your community and the natural world?
- What are some examples of how one person's actions can have impacts on the people and world around them?

CIRCULAR DESIGN THINKING:

EDUCATOR'S INTRODUCTION

What is Circular Design Thinking?

- To design with longevity in mind, moving away from linear models to regenerative approaches that add value for people and planet.



Bite-Sized Activity (15-30 minutes, ages 8-14)

- In the ideation stage of design thinking, its all about creative thinking with no limits, to come up with ideas no one has ever thought of before. Don't worry about what is realistic or possible - that comes at a later stage in the process. Just go wild with the ideas and enjoy the creativity!
- Warm-up: Take two random objects, as random as possible. You could ask AI, or look around you. When you have two, you have 3 minutes to come up with as many ways to combine these objects as possible. Weirdest answer wins. E.g. A rubber duck and a football. You could put the duck inside the ball and fire it out of a cannon into space, so it can experience anti-gravity.
- Lightning ideation: Take a problem you'd like to solve. You have 5 minutes to come up with ideas to solve it in a parallel world. This will encourage you to think in ways no one has thought before.
  - World of the Ancients: Imagine a world untouched by modern technology, a world of ancient knowledge, mythical creatures, and limited resources.
  - The Biotech Boom: In this world, biotechnology has advanced significantly. Animals can be genetically modified, plants communicate through bioluminescence, and humans have enhanced senses.
  - The Hyper-Connected Hivemind: Imagine a world where everyone is interconnected through neural implants and information flows freely.

Sample Discussion Questions (15-30 minutes, ages 8-14)

- What comes to mind when you think of the word innovation? Who are some innovators in the world, or in history? They could be from technology, music, sport, social media - or your local community. Anyone who's found a new way to do things.
  - How did they do it? Did they spend time with the user to get a complete perspective?
- What skills does an innovator need?
- Can you think of problems that you'd like to solve in your school, country, community, and/or the world? Use the Goals as inspiration.

Introduction to Partner Activities:

- Design for Change (60 minutes, ages 4-14)
- Designing for the Circular Economy (10+ hours, ages 8-14)
- Scouts Impact Innovators Challenge (15 minutes, ages 4-14)

Slides for Your Students

1. Intro to Circular Design Thinking
2. Bite-sized activity
3. Discussion questions

CIRCULAR DESIGN THINKING

What is Circular Design Thinking?

- Creating things that last a long time and can be reused or recycled, instead of just being thrown away.
- Designing in a way that benefits both people and the planet, making sure we give back more than we take.

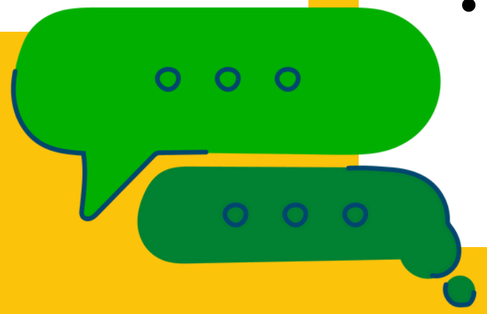
ACTIVITY TIME

Let's start with a warm up activity.
Time to use your imagination!

ACTIVITY TIME

Take a problem you'd like to solve. You have 5 minutes to come up with ideas to solve it in a parallel world.

LET'S CHAT!



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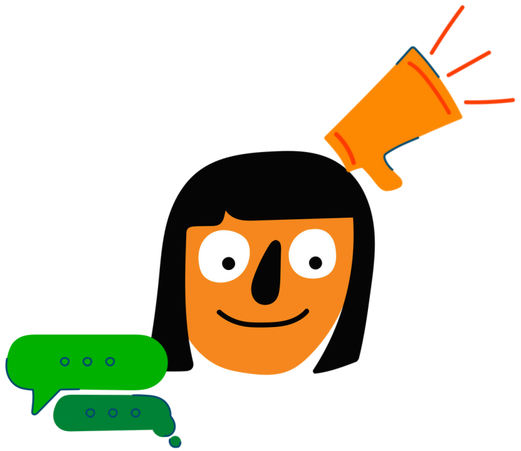
  - How did they do it? Did they spend time with the user to get a complete perspective?
- What skills does an innovator need?
- Can you think of problems that you'd like to solve in your school, country, community, the world? Use the Goals as inspiration.

COLLECTIVE ACTION:

EDUCATOR'S INTRODUCTION

What is Collective Action?

- To act for change in collaboration with others. To effectively communicate with others, using storytelling to showcase impact.
- To have compassion and empathy for others.
- To act effectively alongside people and communities that are different from oneself.



Bite-Sized Activity (30 minutes, ages 8-14)

- Warm up: Form a circle: Have everyone stand in a circle, facing inward. Reach out: Ask everyone to extend their right arm and grab the hand of someone across the circle. Then, do the same with their left arm, grabbing a different person's hand. Untangle: The challenge is for the group to untangle themselves without letting go of each other's hands, forming a new circle. Reflect: What were the challenges? What made it easier to work as a team? Collective action requires effective collaboration and communication.
- Active listening exercise: To work together, we need to be able to listen and understand each other. We don't have to agree, or be the same, we just need to respect each other.
  - Form pairs. One person will be the interviewer, and the other the interviewee. The interviewer and interviewee will choose a topic together to talk about (e.g. a significant life event, a hobby, a challenge they've overcome)
  - Active listening: The interviewer asks open-ended questions to encourage the interviewee to share their thoughts and feelings. They should use active listening techniques like paraphrasing, reflecting, and summarising.
  - Empathy: The interviewer should strive to understand the interviewee's perspective and emotions.
  - Give a chance to share something interesting they've learned about the person they've been interviewing and what it has taught them about that person. How are you different? How are you similar?
  - Discussion: How did it feel to be interviewed? To be the interviewer? What challenges did you face during the interview? How did active listening and empathy impact the conversation?

Sample Discussion Questions (15-30 minutes, ages 8-14)

- Can you think of examples where teamwork is needed ? Think of groups or teams who have achieved brilliant things, together - sports, astronauts, medics, emergency responders etc.
- What about teamwork to protect the planet, or help people? Can you think of examples of people coming together to work together in terms of crisis or emergency?
- Can you think of skills you'd need for collective action? List as many as you can.

Introduction to Partner Activities:

- Free Changemaker Training for Youth (2+ hours, ages: 11+)
- Have students download the Generation Global app (2+ hours, ages: 13-17) and complete the Ultimate Dialogue Adventure where they will learn the skills of dialogue, explore different perspectives and build intercultural connections with young people all over the world.

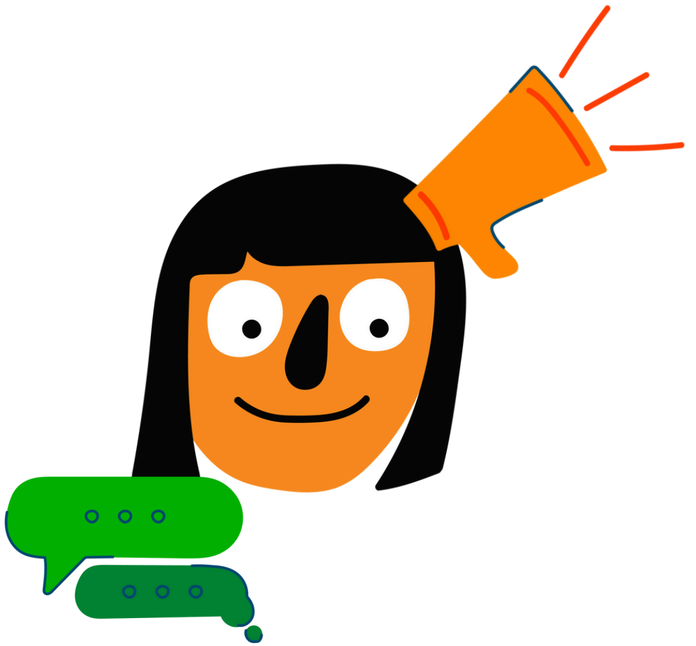
Slides for Your Students

1. Intro to Collective Action
2. Bite-sized activity
3. Discussion questions

COLLECTIVE ACTION

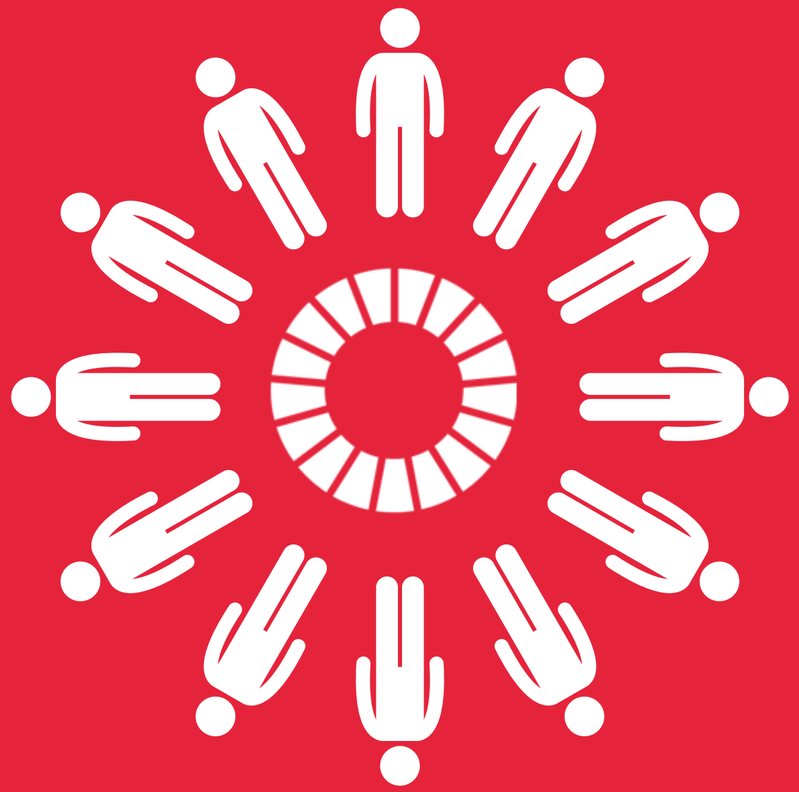
What is Collective Action?

- This means working together with others to make a positive change.
- Communicating well, sharing stories to show how our actions make a difference.
- Caring about others, understanding their feelings, and working effectively with people and communities who might be different from you.



ACTIVITY TIME

Let's start with a warm up activity.



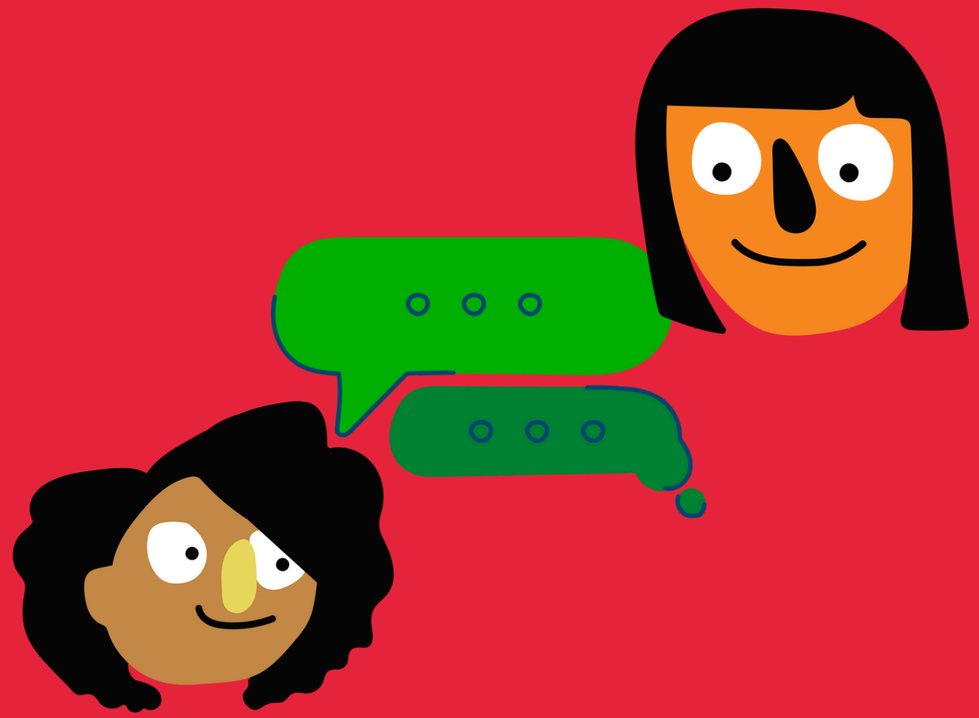
ACTIVITY TIME

- *Get into pairs!*
- *One person will be the interviewer, and the other the interviewee.*
- *The interviewer and interviewee will choose a topic together to talk about*

ACTIVITY TIME

- *How did it feel to be interviewed? To be the interviewer?*
- *What challenges did you face during the interview?*
- *How did active listening and empathy impact the conversation?*

LET'S CHAT!



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Big Thanks to Our Collaborators!

Global Goals Week Lesson Toolkit

Valuing Sustainability

FORCE OF NATURE

earth cubs

Harnessing Data

FACTIVISM

Data Skills Partner

NetApp

Systems Thinking

COMPASS EDUCATION

Circular Design Thinking

DESIGN for CHANGE

WORLD SCOUTING

Collective Action

YOUTHTOPIA

GENERATION GLOBAL

Check out their websites for more sustainability competencies content!

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