

Teaching and learning unit for 3rd-6th class

Unit Aim

To encourage pupils to understand and contribute to the United Nations Global Goals by taking part in classroom activities and undertaking meaningful actions to bring about positive change in their communities.

Unit structure

Two curriculum linked lessons plans with 3-4 activities each, using a range of active teaching and learning methodologies.

Shared curriculum links - 3rd-6th class

● Subject: English

Strand: Oral language – **Strand units:** Developing cognitive abilities through oral language; Competence and confidence in using language.

Strand: Writing – **Strand units:** Developing cognitive abilities through language; Receptiveness to language.

● Subject: Science

Strand: Environmental awareness and care - **Strand unit:** Caring for the environment.

● Subject: Geography

Strand: Environmental awareness and care - **Strand unit:** Caring for the environment.

Strand: Human environments - **Strand unit:** People and other lands.

● Subject: Social, Personal and Health Education (SPHE)

Strand: Myself and the wider world - **Strand unit:** Developing Citizenship.

Unit learning intentions

We are learning to:

1. Discuss the United Nations' Global Goals.
2. Identify connections between the Global Goals.
3. Reflect on the importance of the Global Goals.
4. Appreciate the power of young changemakers in our world today.
5. Democratically agree on the action the class takes or want to begin taking to contribute to the Global Goals.

Lesson One: Getting to know the Global Goals

Keywords:

- ① United Nations, Sustainable Development, goal.

Materials for Lesson One activities:

① Activity One: United Nations

- ② UN News (2017) *Explainer: What is the UN?* (1.18 mins):
<https://www.youtube.com/watch?v=PUZ5tmyJSnc>

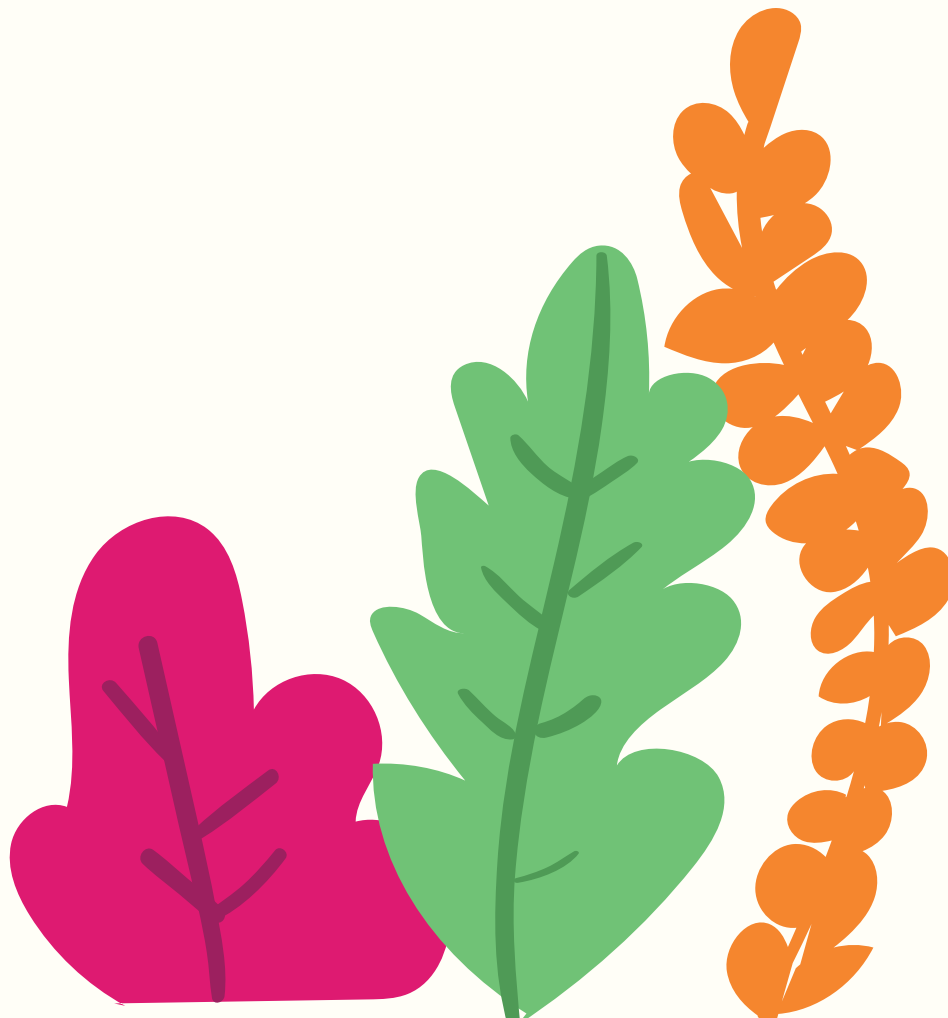
Optional

① Activity Two: Sustainable Development

- ② UNESCO (2014) *Education for Sustainable Development: Children speak up!* (4.23 mins):
<https://www.youtube.com/watch?v=F-Wl3crN8eU&t=185s>

① Activity Three: Know the Goals

- ② GOAL's Global Goals poster.



Lesson One: Getting to know the Global Goals

Activity One: United Nations

1

Write the following on the board:

United Nations

2

Ask pupils to write down or draw what they know or think of when they read what is on the board.

3

Invite feedback and record pupil responses on the board underneath the relevant words or phrases.

4

Explain that the United Nations is an organisation with 193 member countries, including Ireland. The countries in the UN work together to help make sure that:

- All countries get along and don't fight (international peace)
- All people in our world have enough food and water; they have a place to call home; can go to school; and, can get medical help when they need it (eliminate poverty)
- All people everywhere are free, and treated fairly and justly (protect human rights)

All 193 UN member countries have a say in how the UN operates. This sometimes takes a lot of time and it is not always easy. But it is very important because we all share a common planet and what happens in one country can have a big impact on people in another country.

Age and stage note:

Depending on your class, you might like to facilitate pupils to watch *UN News (2017) Explainer: What is the UN? (1.18 mins)*. Link available in the materials at the start of this lesson.

Lesson One: Getting to know the Global Goals

Activity Two: Sustainable Development

- 1 Invite pupils to call out the things that people everywhere in our world need in order to be happy and to live long, healthy and safe lives. Record their responses on the board.
- 2 Write the following on the board:
Sustainable development is working to make the world a better place for everyone now, without destroying possibilities for future generations.
- 3 Check for understanding of all words and give explanations as needed.
- 4 Watch UNESCO (2014) *Education for Sustainable Development: Children speak up!* (4.23 mins). [Link available in the materials section at the start of this lesson].
- 5 Ask your pupils to call out what they heard the children in the video say about sustainable development. As they feedback, tick the ideas that were already mentioned by your pupils, and add any additional ideas that your pupils remember from the children in the video.
- 6 Highlight that the list of ideas on the board are some of the ways that we can all contribute to sustainable development. In other words, these are all ways that can help to make the world a better place for everyone now, without destroying possibilities for future generations.

Age and stage note:

Depending on your class, you might need to play the film a second or third time.

Age and stage note:

Depending on your class, you might need to add some of the following ideas from the UNESCO video:

Stop dumping rubbish in water/ Don't waste water/ Use less electricity/ Use only clean electricity (e.g. wind turbines)/ Stop driving to school/ Drive cars that are cleaner/ Don't waste water/ Don't tear down trees/ Plant flowers/ Walk/ Play/ Be healthier – don't smoke or drink too much/ Make sure all children have enough (money/food)/ Treat everyone equally well/ Unite countries around our world so there is peace

Lesson One: Getting to know the Global Goals

Activity Three: Know the Goals

- 1 Acknowledge that there are problems and challenges in our world. Because of these, not everyone in our world live long, healthy, safe and happy lives. In 2015, the United Nations came up with a plan or a solution to try to make the world a better place for all people everywhere, now and in the future. This plan is called the Sustainable Development Goals, or Global Goals for short.
- 2 Display the Global Goals poster and point out that there are 17 Global Goals.
- 3 Ask pupils why this UN plan might be called 'Global Goals'?
- 4 Explain that a goal is something that you aim for (like when you take aim with a football to get it into the net to score). The UN plan is called the Global Goals because 193 countries all around our globe have agreed to work together to make this plan happen by the year 2030.
- 5 Ask pupils to work out how many years are left until the year 2030.
- 6 Highlight the connections between what pupils identified as needs (See Activity Two: Step 1) and the Global Goals, e.g. if they identified food as a need, this links to Goal 2: Zero Hunger.
- 7 Acknowledge that the Global Goals are not perfect (perhaps some pupils cannot see their Activity Two: Step 1 ideas reflected in the Global Goals). However, they are the best plan available to make our world a better place for all people everywhere, now and in the future.

Note for teacher:

To find out more about the Global Goals go to www.goalglobal.org/goalchangemakers.

Click on the Global Goal icons you and your pupils find most interesting.

Lesson One: Getting to know the Global Goals

Activity Four: Thumbs

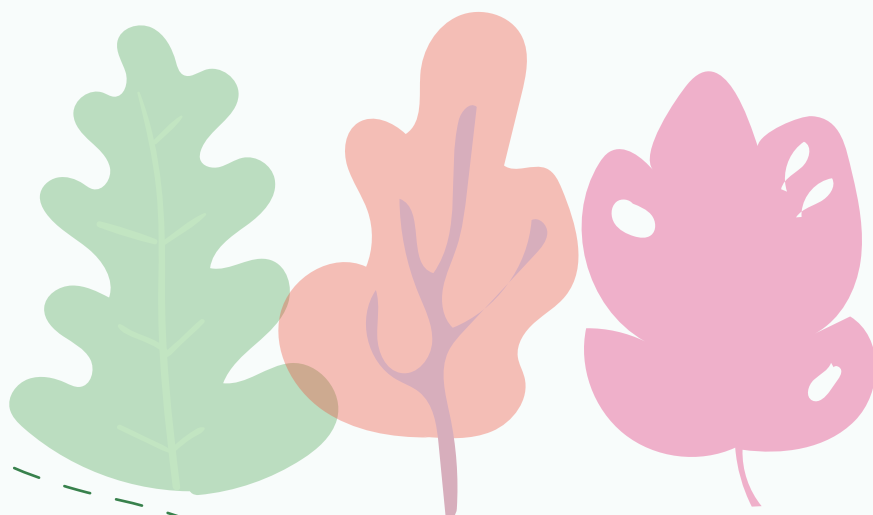
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Ask pupils to give you a thumbs up (if they agree), thumb to the side (if they still need some help or are unsure), or thumbs down (if they disagree) with each of the following statements:

- I understand what is meant by the United Nations
- I understand what is meant by sustainable development
- I understand what is meant by the Global Goals

2

Remind the class that the 193 countries of the United Nations have promised to work together to try to make the world a better place for all people everywhere, now and in the future. To do this they came up with a plan called the Sustainable Development Goals or for short - the Global Goals.



Lesson Two: Be the change

Keywords:

- 📌 Invent, innovate, campaign, changemaker.

Materials for Lesson One activities:

📌 Activity One: Connecting Goals

- 🕒 GOAL's Global Goals cards as provided in this pack or download via:
<https://www.un.org/sustainabledevelopment/news/communications-material/>

📌 Activity Two: Community issues

- 🕒 Emma Watson introduces *The World's Largest Lesson 2016* #2 - The Global Goals (5.28mins)
<https://www.youtube.com/watch?v=-cEUhHTlcDU>
- 🕒 Map of the world

Optional

📌 Activity Three: Dotmocracy

- 🕒 GOAL's Changemakers Award:
<https://www.goalglobal.org/goalchangemakers>
- 🕒 GOAL's Global Goals poster
- 🕒 Post-its
- 🕒 Dot stickers

Optional



Lesson Two: Be the change

Activity One: Connecting Goals

- 1 Divide the class into pairs.
- 2 Invite pupils with their partner in a circle.
- 3 Give each pair one Global Goal image card.
- 4 Ask one person in each pair to hold the card so that others in the circle can see the image clearly.
- 5 Hand one pair a ball of string.
- 6 Invite a pupil without a card to hold onto the start of the string and throw the ball to someone whose partner is holding an image that is most relevant to their own Global Goal image. For example, the pair with Global Goal 2: Zero Hunger card may decide to throw the ball to the pair with the image relating to Global Goal 1: No Poverty because people who suffer from hunger are often living in poverty.
- 7 Invite the pupil who caught the ball of string to hold onto the string and throw the ball onto a classmate whose partner has an image that is relevant to their Global Goal.
- 8 Repeat this process until someone in each pair is holding string.
- 9 Ask your pupils to look at the web of connections between each pair.

Lesson Two: Be the change

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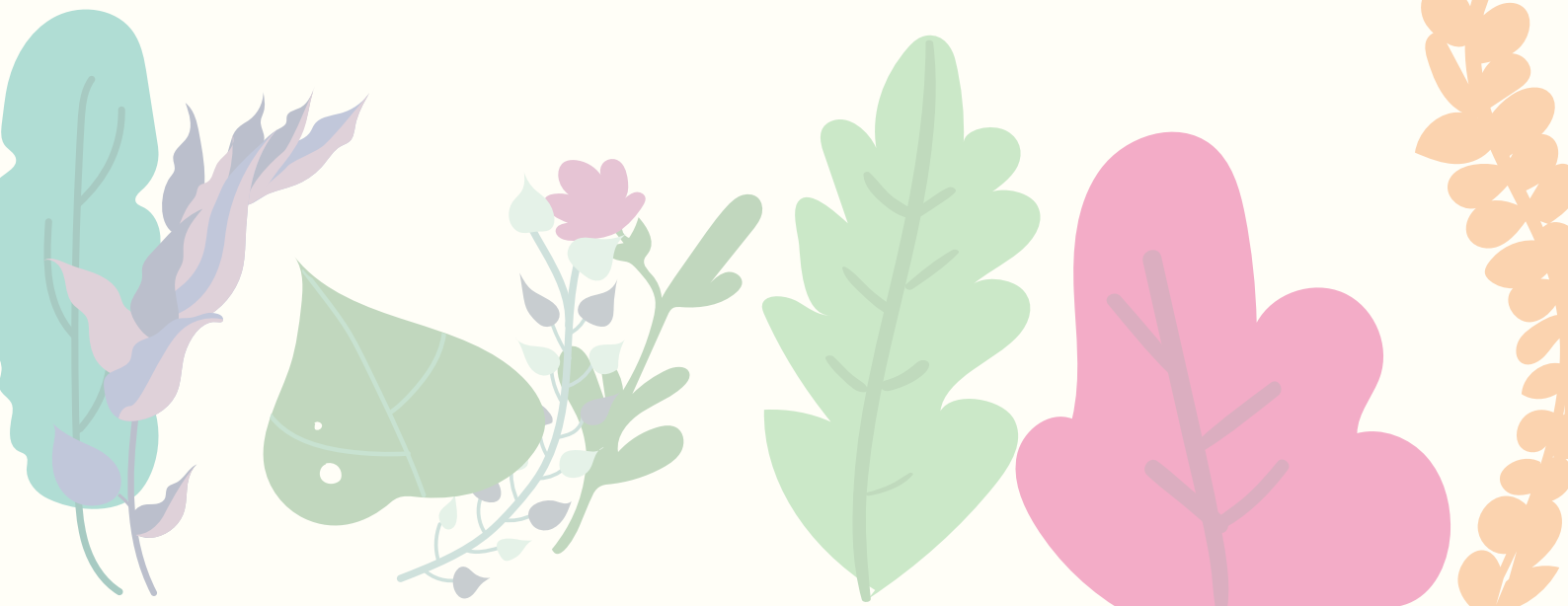
Invite pupils at the start, middle and end of the web to take turns to pull gently on their string.

11

Ask all pupils: 'Who felt the pull?'

12

Highlight that the 17 Global Goals are all connected. This means that progress for one Goal can help achieve others. However, if one or more Global Goals are ignored others will also suffer.



Lesson Two: Be the change

Activity Two: Community issues

- 1 Write the following words on the board:
Invent
Innovate
Campaign
- 2 Ask your pupils to take a moment to think about these words before calling out a definition for each. Record their responses on the board.
- 3 Invite pupils to come up with examples of inventors, innovators or campaigners they know or have heard about. Record their responses on the board.
- 4 If pupils have not mentioned themselves and/or children and young people like themselves, then add this to their responses on the board.
- 5 Play *Emma Watson introduces The World's Largest Lesson 2016 #2 - The Global Goals* (5.28mins). [Link available in the materials section at the start of this lesson]

Age and stage note:

Depending on your class, you might need to play the film a second or third time.

Age and stage note:

Depending on your class, you might need to explain that Emma Watson is an actor, best known for her role as Hermione Granger, in the Harry Potter series of movies. Watson is also vocal on issues relating to women's rights and in 2014 was appointed as Goodwill Ambassador for UN Women.

Age and stage note:

Depending on your class, you might like to share the following definitions:

Invent - to create or design something new

Innovate - to improve what already exists

Campaign - to carry out a planned set of activities/events that aim to bring about change

Age and stage note:

Depending on your class, you might like to ask pupils to locate these countries on a map of the world.

Lesson Two: Be the change

6

Highlight the fact that the inventors, innovators and campaigners in the film were all young people from different parts of our world – Turkey, India, United States of America, Nigeria, Bali, Jordan, Syria.

7

Remind the class that the film starts by saying it is important for everyone to focus on how they can contribute to the Global Goals in their own communities.

8

Divide the class into small groups of 3-5 pupils.

9

Invite each group to come up with two issues that they care about and would like to see improved or changed in their communities (school, local, regional, national etc).

10

Once they have compiled their list, they should try to match the issues with one or more of the Global Goals.

11

Take feedback from each group, recording their responses on the board.

12

Circle the three most common issues your pupils identified.

13

Have a class vote to decide on the issue pupils would like to focus on.

14

Write the issue voted by the majority on a large piece of paper and display it where it can be seen by everyone in the room.

Note for teacher:

If your class have already identified an issue they care about and have begun a project that can be submitted for the GOAL Changemakers Award, check out the Submission Form included in your Award Pack and available online at goalglobal.org/goalchangemakers

Lesson Two: Be the change

Activity Three: Dotmocracy

- 1 Introduce your class to GOALs Changemakers Award – an Award that asks primary pupils and their teachers to help contribute to achieving the Global Goals .
- 2 Remind the class of the issue they decided to concentrate on in Activity Two. Using the Global Goals poster, point to the Global Goals linked to this issue.
- 3 Divide the class into small groups of 3-5 pupils.
- 4 Give each group a set of post-its.
- 5 Invite each group to use their post-its to write down their ideas for actions they could undertake to help the issue the class voted upon. Remind your pupils that their ideas for action could involve inventing, innovating or campaigning or a combination of these.
- 6 Once they have their ideas written down, ask each group to discuss about what ideas are realistic and doable for their class.
- 7 Invite each group to rank their post-its in a line across their table from least doable idea to most doable idea.

Age and stage note:

Depending on your class, you might like to facilitate pupils to go online to find out more about the GOAL Changemakers Award. Link available in the materials section at the start of this lesson.

Lesson Two: Be the change

8	Ask one person from each group to bring the post-it with their most doable idea to the board.
9	Read aloud all the ideas on the board.
10	Give each pupil one dot sticker.
11	Invite each group in turn to come up to the board to attach their sticker to their preferred idea. Tell them they are not allowed to vote for their own idea.
12	Count the stickers and announce the GOAL Changemakers project idea voted by the majority.

It's time to start planning your class project. There are lots of resources and guidance available at goalglobal.org/goalchangemakers.

