



# Educator Guide

## General Information and Guidance for Teachers

- On Friday 25<sup>th</sup> September 2015, the United Nations announced the Global Goals for Sustainable Development.
- Since then there has been a drive to engage people across the world in the idea of the Global Goals and encourage their participation.
- The World's Largest Lesson aims to include children and young people in this drive and create a generation of "Goal Champions" who can both instigate and benefit from the changes that the Goals set out.
- The idea of the **World's Largest Lesson** is that schools around the world teach a lesson about the Goals in the week of 18<sup>th</sup> September. You can teach one lesson or more than one, and if you can't teach it that week, teach it whenever you can.
- The resources on this website are here to help you. Use any or all of them as you wish. You can amend them to suit your own style and school setting.
- Many of the lessons are designed for use with children aged 8-14 but you can develop them to suit any age group that you teach.

Our focus lesson for 2016 is called **From Where I Stand**. In using this lesson plan you can not only introduce the goals but also explore the issue of gender equality, one of the Global Goals. You and your students can take part in a global project to raise awareness and promote change for this incredibly important issue. You can read more about this lesson and find the resources necessary using the following link:

<http://wll.globalgoals.org/frontpage/worlds-largest-lesson-2016-focus-on-goal-5-gender-equality>



# Please Note

## Global Citizenship Teaching And Subject Sensitivity

- The discussions you have with your students in many of these lessons need to be handled sensitively and with consideration given to students' backgrounds and experiences. You want to make the classroom a safe place for your students to share their ideas and even experiences. Some students may want to be excused from certain discussions and this should be respected. You may find the following sources of advice on how to approach controversial topics in the classrooms useful:
  - Oxfam UK's guide to Teaching Controversial Issues
    - <http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues>
  - The Historical Association's guide to Teaching Emotive and Controversial History
    - [http:// globaldimension.org.uk/resources/item/1522](http://globaldimension.org.uk/resources/item/1522)
- Many teachers find the Philosophy for Children techniques useful when handling discussions of this nature, you can read more here
  - <http://globaldimension.org.uk/news/item/13650>





# 'The World's Largest Lesson' –

## A Film

### Classroom Use

#### Part 1

This 6 minute film introduces the Global Goals to children. It establishes a context for the Goals, explains the role of the United Nations and asks children to think about how they can help contribute to the success of the Goals. It suggests that as human beings we are the most creative creatures that live on the earth and that we all have the power to make change.

#### Part 2

This 4 minute film continues the story by inviting children to invent, innovate and campaign for the Goals. It tells of 6 young people's actions around the world and inspires children to believe that they too can make change.

- You can use these films as part of an assembly, class or lesson to introduce the Global Goals, using either of the introductory lesson plans (30 or 60 minutes).
- You can show them as the “jumping off” point for any lesson on the Global Goals. Show it at the start of the lesson to establish a context for learning.
- You could also use them as the lesson itself by stopping it at appropriate moments to discuss what children have seen and heard. You can check for understanding and highlight issues that you think are particularly relevant to them and ask them to think more about them as they are watching.





# 'Heroes for Change' – A Comic

## Classroom Use

This 6 page comic book introduces the Global Goals to children. It establishes that we all have a superpower – the ability to imagine a better world and to create change. It invites children to become superheroes for change and help make the Goals asuccess.

- You can use the comic to replace or support the film in an assembly, class or lesson and introduce the Global Goals, using either of the introductory lesson plans (30 and 60 minutes).
- You can share the comic with students to read after a lesson.
- You can use the comic as a lesson itself, by printing and sharing it or displaying it at the front of the class and reading through it together. You can stop to check for understanding, ask questions or start a discussion about the images and text that you think are most relevant to the children you are teaching. The images are rich with meaning and can stimulate thoughtful discussion.





# 'A World We Want' – the Global Goals Explained

## Classroom Use

This book has been written, with contributions from young people themselves, to explain the Global Goals in more detail. It contains a glossary of terms at the front and makes a connection between the Millennium Development Goals and the Global Goals for Sustainable Development at the back. It describes each goal in turn and describes what it will take to achieve it. At the end of each page there is a question for children to consider.

- You can use this book to support all learning about the Global Goals. It can provide teachers with simple and valuable background, and children and young people with the detail that they might need to understand each goal in turn.
- You can print and share it with your students or read through sections together if discussing any specific goal.







# Lesson Plans

**This collection of lesson plans has been created for teachers by teachers.**

**There are two types of lesson plan all of which link to the Global Goals and to curriculum areas you already teach.**

**Group 1: Introducing the Global Goals, the principles behind the Goals and actions we can take.**

## **Lesson Plan Title**

- Introducing the Global Goals 30 minutes (6 – 11 yrs)
- Introducing the Global Goals 60 minutes (8 – 14 yrs)
- Working Together to Achieve the Goals (6 – 11 yrs)
- No Point Going Halfway – From MDGs to the Global Goals (11 – 14 yrs)
- What to do With the Global Goals in My Daily Life (8 – 14 yrs)
- Design for Change - One Idea: One Week (8 – 14 yrs)



## Group 2: Lesson plans linked to specific Goals, here organized by age-group:

### Ages 4 – 8

- **From Where I Stand - A Gender Equality Project for the Global Goals**
- Simon Says "Save the Climate!"
- A Healthy Start
- What to do With the Global Goals in Your Daily Life
- Holiday Bag or Get-Away Bag?
- Children On the Move



### Age 8 – 11

- **From Where I Stand - A Gender Equality Project for the Global Goals**
- A Healthy Start
- Why Are So Many Children Out of School?
- Clean Water for All
- An Energy Project for the Global Goals
- Energy and the Global Goals
- Climate Change
- The Humanitarian Perspective - Is There Only One Way?
- What to do With the Global Goals
- The Power of Peace
- Holiday Bag or Get-Away Bag?
- Migration is Part of Our Shared History
- Multilingual Treasure Hunt
- Children On the Move

### Age 11 – 14

- **From Where I Stand - A Gender Equality Project for the Global Goals**
- The Humanitarian Perspective - Is There Only One Way?
- The World is Not Equal - Is That Fair?
- Understanding Sustainable Living
- Global Poverty Requires Local Solutions
- Education Can Transform the World
- Everybody Wins When Girls Stay In School
- Why Are So Many Children Not In School?
- Mission: Gender Equality
- Clean Water for All
- Climate Change
- Protect Life Below Water
- The Impact of Pollution on Our Planet and Our Lives
- Understanding Community Violence
- Holiday Bag or Get-Away Bag?
- Migration is Part of Our Shared History
- Multilingual Treasure Hunt
- Children On the Move
- Challenging Common Conceptions
- Exploring the Circular Economy
- Understanding the Challenge of Finite Resources
- Designing for a Circular Economy
- The Circular Economy and Modern Agriculture

### Age 14+

- **From Where I Stand - A Gender Equality Project for the Global Goals**
- The Humanitarian Perspective - Is There Only One Way?
- Children On the Move
- Challenging Common Conceptions
- Exploring the Circular Economy
- Understanding the Challenge of Finite Resources
- Designing for a Circular Economy
- The Circular Economy and Modern Agriculture



# Encouraging Action For The Global Goals

As educators, advocates and campaigners you have the power to inform and empower children and young people, so they are able to take action to help end poverty, reduce inequality and fight climate change.

Here are some ways to encourage children and young people to take action:

- Children aged 8-14 can find their “I Can” Superpower with your help!
- Download lesson plans and project frameworks from any of the organisations we support on the [take action](#) page of our website. These organisations are already helping children create change in their community now. The organisations are:
  - Design for Change : <http://dfcworld.com/>
  - Global Youth Service : <http://ysa.org>
  - Jane Goodall’s Roots and Shoots programme <https://www.rootsandshoots.org/>
- Young people can also join existing youth organisations and networks who are working together to advocate for change, and to hold their government to account for the commitments they have made by signing up to the Global Goals. These organisations include:
  - [www.plan-international.org](http://www.plan-international.org),
  - [www.waggs.org/en/home](http://www.waggs.org/en/home)
  - [www.restlessdevelopment.org](http://www.restlessdevelopment.org)
- You can download a toolkit for children and who want to make sure their voice is heard. The toolkit will help them develop the advocacy and campaign actions that they want to take.
  - [www.restlessdevelopment.org/file/global-agreements-grassroots-advocacy-toolkit-pdf/](http://www.restlessdevelopment.org/file/global-agreements-grassroots-advocacy-toolkit-pdf/)

