

What world do you want in 2030?



Learning outcomes

Students will:

- understand the interdependence of the global goals
- draw connections between the global goals and their own lives
- design their own vision of a global goals country
- synthesize information and declare a personal pledge to take action for the Global Goals.

Introducing the Global Goals

WATCHING VIDEOS TO GET INFORMATION



Watch the videos to find out about the Sustainable Development Goals (SDG)

1. Find out the name for each Goal.
2. Some of the objectives of each of the Goals.
3. Note down any words you don't understand or questions you have about the Global Goals



Global Goals website <https://sustainabledevelopment.un.org/sdgs>



The United Nations is an organization with goals of

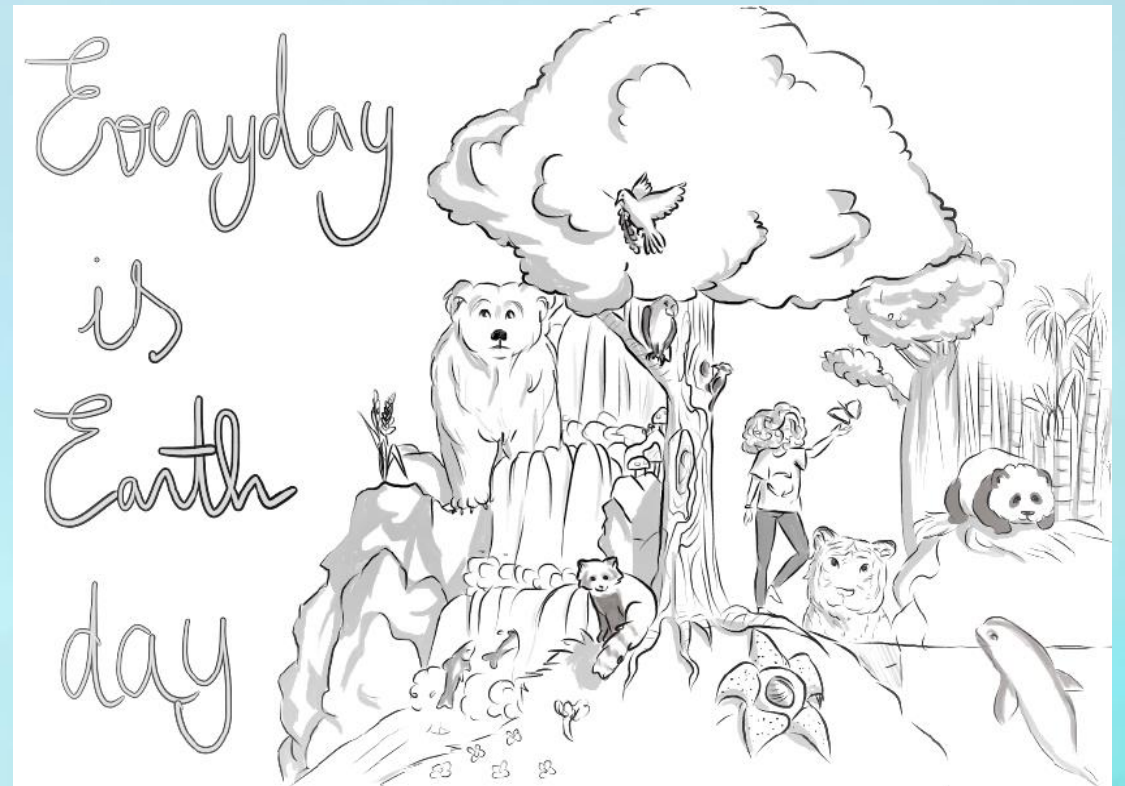




CAN YOU NOW NAME EACH OF THE GOALS?



The Global Goals have been created to reduce inequality across all aspects of life and to create a world that is fair for everyone and where no-one is left behind. This is also relevant to all climate and planet based Goals as the impact of climate and environmental change is felt most profoundly by those who are less able to protect themselves from it.



Global Goals Grid as a Jigsaw Puzzle





Connecting the Global Goals to Real-Life

INDIVIDUAL WORK , PAIR AND CLASS DISCUSSION

What will the world be like in 2030?

Think (individually) pair (talk to the person next to you) and share (talk to the whole class)

- *How old are you going to be in 2030?*
- *Why is that year 2030 important?*
What might you be doing in 2030?
- *What job might you have?*
- *What might you like to study?*
- *How will you spend your time?*
How do you think you could relate your future life to the Global Goals?

Think about what aspects of your prospective jobs would relate to the Global Goals.

BUILDING A GLOBAL GOALS COUNTRY

GROUP WORK



CREATING A GLOBAL GOALS COUNTRY- Tasks

1. Form groups of 4-5 students
2. Design a Global Goals country - where each group will draw their own vision of what a country would be like in 2030 if the Goals are achieved.
3. Each group will have a piece of paper to draw their Global Goals country map on - these pieces will then be joined together at the end of the class to see the completed country as a whole.

Discuss in your groups

- *What facilities and infrastructures a country might need to look after its population, environment and natural resources? E.g schools, hospitals, water sources, waste management systems, safe roads.*
- *What in your maps of your Global Goals country promotes health and well-being?*
- *How will you make sure that you are designing a country where everyone is included?*
- *How will you ensure that the nature is protected?*

THINKING DEEPER

CLASS WORK



THINKING DEEPER



1. *Are there any Goals that you think are particularly important to you?*
2. *The Global Goals can be roughly divided into different sections - can you work out what these might be - e.g environment/ human/ living in cities.*
3. *Are there any Goals that you think might be easier to achieve than others?*
4. *Are there any Goals that you think your country or community is particularly good at or could improve?*
5. *Are there any Goals that you think are not relevant to you/ your country?*
6. *Are there any Global Goals that you are working towards at home without even realising it?*
7. *If we achieved Goal 1 - what effect would that have on other Global Goals?*
8. *Can you think how what you learn in school is connected to the Goals?*

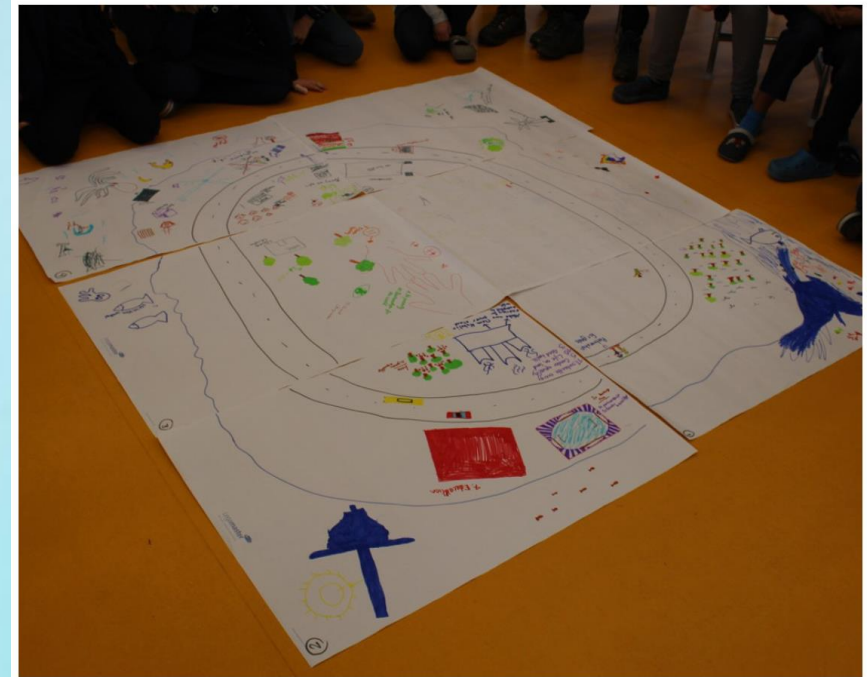


CONCLUSION OF THE ACTIVITY

CLASS WORK

- Come up to the board and connect the pieces of your country together so it is complete.
- Present your pieces to the class.
- Make connections between the sections of your country.

What are the similarities and differences between each groups' interpretations of a Global Goals country?





➤ action partner

WE #ACT4SDGs

JOIN THE GLOBAL DAY OF ACTION ON 25 SEPT ACT4SDGS.ORG

Turning Learning into Action

INDIVIDUAL WORK

Every person has the potential to make a difference for the Goals and there are many different ways of doing this.

- *How could the maps **YOU** have designed become a reality in your own real country?*
- *How will we achieve this here?*
- *What would individuals need to do or change to ensure that this happens?*
- *What can you do to make these changes become a reality?*

Think about the first steps you need to take to achieve this pledge or action.

Who can you discuss this with?

E.g family/friends/school/community leaders

*E.g **Personal pledge for Goal 14:** I will refuse to use plastic water bottles. My first step to achieving this is by buying a reusable water bottle.*