

UN Sustainable Development Goals

TEACHER'S GUIDE

Today's students are asked to be active citizens by analyzing and recognizing their role in solving global issues. UN Sustainable Development Goals supports this initiative by examining various global issues and their impacts on our global community. Each book examines different goals the United Nations have set out to achieve by 2030, along with inspirational stories of real youth whom have made a difference for those confronted with inequitable situations. Throughout each book there are illustrations and questions that prompt readers to engage with the sources, to ask further questions, and to draw their own conclusions.

The UN Sustainable Development Goals Teacher's Guide is packed with lessons that develop the critical-thinking skills students need to understand informational texts, analyze them to gather evidence, and interpret facts about global issues. The student-driven, multi-modal lesson plans in this guide are tailored for grades 5 to 8, and are focused on developing the critical-thinking skills needed to analyze and draw conclusions about global issues. Inspiring action for social justice, these lessons guide students to consider the real challenges people encounter, and how they can possibly be a part in supporting sustainable growth and change in the future.

Although each lesson plan in this guide is designed to stand alone, the lessons follow a sequential order that works to scaffold understanding, and can be taught as such. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in UN Sustainable Development Goals include:

Taking Action to Achieve Equality

Taking Action to End Poverty

Taking Action to Help the Environment

Taking Action for Responsible Growth

PACING CHART AND VOCABULARY

| Lesson Plan Title | Pacing | Vocabulary |
|--|-------------------|---|
| My World in 2030 | 1 class period | UN Equality Inequality SDG Economy Human rights Oppression Discrimination Exclusion International |
| Challenges to Creating an Equitable World | 1 class period | Interconnected Social Issues Poverty Infrastructure Gender differences Climate change Infrastructure |
| Together is Better | 2 class periods | Collaboration Global citizen Social entrepreneurs Responsible Growth Circular economy Clean energy Industry Sustainability Organization |
| Creating an Action Plan for Sustainable Change | 2-3 class periods | Action Plan Target Indicator of Change Basic needs Goals Equality Sustainable |

* 1 class period = 40 to 60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

My World in 2030

Curriculum Correlations

Common Core State Standards

RI.5.4

C3 Framework

D4.6.3-5

Ontario Language Arts

Grades 5-8. Reading,

Overall Expectation 1

1.4, 1.5, 1.6, 1.8

Ontario Social Studies

Grade 6. Strand B

B2.1, B2.5

Materials

- *Taking Action to Achieve Equality* (UN Sustainable Development Goals)—pages 4-7
- Chart paper
- Markers, pens, or pencils
- White board or chalkboard
- *My World in 2030 Worksheet*
- *Human Needs Exit cards*

Objectives

Students will be able to:

- Determine what human rights are.
- Analyze why certain people's rights are disrespected.
- Determine key goals for an equitable and sustainable community in the future.

Setting the Stage

Facilitate a class discussion on basic human needs.

- Use prompts such as:
 - What do humans need to live? What are our needs?
 - What do humans need to thrive?

Take-away concepts:

- In order to live and thrive people need access to jobs, health care, and education.
- The environment we live in needs to be cared for, the place we live in needs to be financially stable (economy).

Continue the discussion with the following questions.

- Do all humans have the right to having these needs be met?
- Is this always the case? Why or why not?'

Take feedback from the students.

Explain to the students that sometimes people's human rights are not met. This can be caused when people are subjected to **violence, oppression, discrimination, or exclusion**. Option to read page 4 in *Taking Action to Achieve Equality* to explain this information. It may be helpful to define these terms as a class and keep the definitions up for accessibility throughout the unit. Definitions could be as follows:

- **Violence**- Behavior that could cause harm to someone.
- **Oppression**- Prolonged unjust treatment exercised by a more dominant group of people.
- **Discrimination**- Prolonged unjust treatment of a certain category of people. For example, race, religion, sexual orientation.
- **Exclusion**- The process of leaving someone out.

Explain to the students that an international organization called the United Nations aims to stop this unfair treatment of people. They have a vision for an ideal world where all are treated fairly. Option to read pages 5-7 in *Taking Action to Achieve Equality* to further explain this information.

Activity

Discuss with the students that not all people are treated equally in our world currently, but they can change that in the future. They are our future world leaders. Ask them to consider what the world should look like in 2030.

Pass students the *My World in 2030 Worksheets*. Students will consider what the ideal economy, environment, health care, and education should look like by 2030. Students can look at the Sustainability Development Goals (SDGs) on page 7 in *Taking Action to Achieve Equality* in order to think about the goals that the UN has for the world in 2030.

Extensions

- Invite students to consider other basic needs that humans need to be met. Students can add these sections to their worksheets and write about how they would want these needs to be met.

Wrap-Up

Review the worksheet. Discuss what students included in their ideal world in 2030. Ask them to explain why it's important to have these goals in mind when planning for the future.

Pass out the *Human Needs Exit Card*. Ask students to hand in the exit cards at the end of the lesson.

Assessment

Assess exit cards for understanding of human needs and reasons for future change. Assess student understanding during the lesson using observational notes. Review definitions to clarify misunderstandings as needed.

Name: _____

Date: _____

My World in 2030

| | |
|---|---|
| <p>Economy: How will people earn/spend money? How will businesses do well?</p> | <p>Environment: What type of place will humans and animals live in? How will people treat Earth?</p> |
| <p>Health: How will people deal with illness? Who will have access to health care?</p> | <p>Education: Who will be able to attend school? How will going to school help humans succeed?</p> |

Name: _____ Date: _____

Human Needs Exit Ticket

What are human needs? _____

Why might some people not have their human needs be met? _____

What is a change that needs to happen by 2030? _____

Name: _____ Date: _____

Human Needs Exit Ticket

What are human needs? _____

Why might some people not have their human needs be met? _____

What is a change that needs to happen by 2030? _____

LESSON 2

Challenges to Creating an Equitable World

Curriculum Correlations

Common Core Language Arts

RI.5.2, RI.5.3, RI.5.4

C3 Framework

D4.6.3-5

Ontario Language Arts

Grade 5-8 Reading

Overall Reading Expectation 1

1.3, 1.4, 1.5

Ontario Social Studies

Grade 6 Strand B

B2.1, B2.2, B2.5

Materials

- UN Sustainable Development Goals Series
- Chart paper
- Markers, pens, or pencils
- White board or chalkboard
- *Global Issues Worksheet*
- *Peer Presentation Notes Worksheets*

Objectives

Students will:

- Examine social, environmental, health, and economic issues around the world.

Setting the Stage

Facilitate a class discussion around challenges to creating an equitable world. Use prompts such as:

- Does everyone around the world have the same opportunities for jobs?
- Does everyone always have enough food?
- Do all people have access to clean water?
- Does everyone always feel safe in their community?
- Can everyone always get help when they are sick?

Take-away concepts for discussion:

- Inequalities exist in communities around the world.
- These inequalities can be caused by violence, oppression, discrimination, and exclusion.
 - **Violence**- Behavior that could cause harm to someone.
 - **Oppression**- Prolonged unjust treatment exercised by a more dominant group of people.
 - **Discrimination**- Prolonged unjust treatment of a certain category of people. For example, race, religion, sexual orientation.
 - **Exclusion**- The process of leaving someone out.

Display the picture of the students at school in Yemen on page 11 in *Taking Action to End Poverty*. Ask the students what they notice about the classroom. Use prompts such as:

- How does this classroom differ from the classroom they are learning in?
- What opportunities might the kids in Yemen not have, due to their circumstances?

The goal of this discussion is to have the students start thinking about the inequalities that exist in their community and in others around the world. These challenges are not fair, and often exist for inequitable reasons. Students should also come to understand that challenges are often interconnected, with each challenge leading to another.

Activity

Encourage students to explore different issues people are faced with around the world through exploring the UN Sustainable Development Goals Series.

Each student will complete a *Global Issues Worksheet*. Students will choose to write about an issue that affects their global community, including poverty, education, gender gap, hunger, lack of clean water, etc. Provide a list of these different issues for students to refer to whilst they complete their research. They will work in groups to research their topic, but each student must fill in their own sheet.

Information on different issues can be found on the following pages of each book:

- *Taking Action to Achieve Equality* pages 8-11
- *Taking Action to End Poverty* pages 8-13
- *Taking Action to Help the Environment* pages 8-13
- *Taking Action for Responsible Growth* pages 8-12

As the teacher, you can choose to assign certain topics or pages to students, or allow students to follow their interests and choose a topic on their own.

Pass each student a *Global Issues Worksheet*. Have students complete the worksheets in small groups of 2-3 students, using the books from the UN Sustainable Development Goals Series to answer the questions.

Extensions

- Allow students to use technology to further research the issues they chose. Encourage them to explain if they found any additional information.
- Analyze maps that demonstrate where these issues mostly occur. Have students investigate why they think certain issues are more prevalent in specific areas.
- Investigate the role of the government in creating and in addressing these issues.

Wrap-Up

Review the worksheet. Have the small groups present the information they discovered about their issue.

Have students complete the *Peer Presentation Notes Worksheet* during two of the other small group presentations of their choice.

Assessment

Assess both worksheets for understanding of different issues that have an impact on communities from around the world. Assess student understanding during the lesson using observational notes. Review definitions to clarify misunderstandings as needed.

Name: _____

Date: _____

Global Issues

What are you researching?

What important terms are related to your issue?

How does your issue affect humans?

What statistics did you find most surprising?

Why is this issue important to learn about?

How does it relate to other issues?

Name: _____

Peer Presentation Notes

Group #: _____

How does it impact human beings? _____

How does this issue relate to other issues? _____

Why is it important to learn about this issue? _____

Group #: _____

How does it impact human beings? _____

How does this issue relate to other issues? _____

Why is it important to learn about this issue? _____

LESSON 3

Together is Better

Curriculum Correlations

Common Core Language Arts

RI.5.4

C3 Framework

D4.6.3-5, D4.7.3-5

21st Century Skills

Global Awareness

Ontario Language Arts

Grades 5-8. Reading,

Overall Expectation 1

Ontario Social Studies

Grade 6 Strand B,

B1.2, B1.3 B2.2, B2.5

Materials

- *UN Sustainable Development Goals Series*
- Chart paper
- Markers, pens, or pencils
- Whiteboard or chalkboard
- *Youth for Change Worksheets*
- *Inspiring Youth Jigsaw Worksheets*
- *Youth for Change Reflection Tickets*

Objectives

Students will be able to:

- Examine social, environmental, health, and economic issues around the world.
- Examine the ways in which humans address these issues.

Setting the Stage

Provide students or pairs of students with a sticky note. Ask the students to write their own definition for the word “collaboration.”

Once students are done, ask them to stick their definitions around a chart paper you have created that has the word “collaboration” in the middle. After reading the student’s definitions aloud, create your class definition for “collaboration.”

Your definition might include words and phrases such as:

- The action of working together to produce or create something.
- Partnership
- Participation
- Cooperation
- Alliance

Continue your class discussion about collaboration by asking the students if they think collaboration is important to helping promote change when it comes to social inequalities. Use prompts such as:

- Can one person could be responsible for stopping climate change?
- Can one person prevent poverty from occurring? Ask them to explain their opinions.

Take away concepts:

- Students should come to understand that major social issues require collaboration to be addressed.
- When we learn about these issues that impact many people, and we work together to think about ways to address these issues, we are acting as global citizens.
- Global citizen: someone who is aware of and cares about the world they live in. They take an active role in supporting the causes they believe in, and work with others to make a positive impact on their planet.

Write the definition for **global citizen** under your class definition for **collaboration**.

Activity

Explain to the students that there are many youths, just like them, who have made tremendous contributions to their global community. All these youths have made contributions in collaboration with their local communities in order to make a big difference. Students will use the UN Sustainable Development Goals Series to research how youth around the world have worked to make a difference in their global community.

Students can be sorted into groups of four. Each member of the group will be responsible for researching a project one youth has completed to address an important issue found in the UN Sustainable Development Goals Series. Group members should discuss with one another which youth they have chosen so they do not end up researching the same person.

Each group member will independently complete a *Youth for Change Worksheet* that they will use to explain their chosen youth's story to their groupmates. Youth for Change stories can be found on the following pages in each book:

- *Taking Action for Responsible Growth* pages 18, 25, and 26
- *Taking Action to Help the Environment* pages 20, 24, and 27
- *Taking Action to End Poverty* pages 17, 21, 26, and 27
- *Taking Action to Achieve Equality* pages 12, 16, 18, and 27

After students have been given time to complete research on their youth, they will come together to teach their groupmates about their chosen person. They will complete the *Inspiring Youth Jigsaw Worksheet* as a team. Within their group they can choose one person's story they would like to share with the whole class. They should consider why they chose this particular person's story to share, why their story is inspiring, and what others could learn from their person's story.

Extensions

- Allow students to use technology to further research other youth leaders that have created sustainable changes in our global community.
- Students could create presentations or information pamphlets on these people that have inspired them.
- Students could examine how Canadians specifically have worked to address different issues in their global community.

Wrap-Up

Have each group share one person they learned about as a group. The teacher can guide their mini presentations with prompts such as:

- What was one person that you found to be inspiring?
- What did they do to make a difference in their global community?
- What can we learn from this person's actions?
- How can we implement the lessons they've taught us in our own community?

Provide each student with the *Youth for Change Reflection Ticket*. Have students complete the ticket as a final reflection of the lesson.

Assessment

Assess student understanding of how youth can make a difference and why collaboration is important using *Youth for Change Worksheets* and *Reflection Tickets*. Assess student understanding during lesson using observational notes. Review definitions to clarify misunderstandings as needed.

Name: _____ Date: _____

Youth for Change

Name of person I have chosen to research: _____

Book title: _____ Page Number: _____

Name of organization: _____

Year the organization was established: _____

What is the focus of their organization? _____

What motivated the person to start this organization? _____

Who do they need involvement from to help their cause? _____

How has their organization already helped our global community? _____

What lesson could you take away from knowing this person's story? _____

Group Members: _____

Inspiring Youth Jigsaw Worksheet

| | |
|--|--|
| <p>Name of person:</p> <p>Name of their organization:</p> <p>What they did to promote change:</p> <p>Who else was involved in their organization:</p> <p>What we learned from this person:</p> | <p>Name of person:</p> <p>Name of their organization:</p> <p>What they did to promote change:</p> <p>Who else was involved in their organization:</p> <p>What we learned from this person:</p> |
| <p>Name of person:</p> <p>Name of their organization:</p> <p>What they did to promote change:</p> <p>Who else was involved in their organization:</p> <p>What we learned from this person:</p> | <p>Name of person:</p> <p>Name of their organization:</p> <p>What they did to promote change:</p> <p>Who else was involved in their organization:</p> <p>What we learned from this person:</p> |

Name: _____ Date: _____

Youth for Change Reflection Ticket

Which youth's story inspired you the most? Why? _____

How did collaboration help their cause? _____

Name: _____ Date: _____

Youth for Change Reflection Ticket

Which youth's story inspired you the most? Why? _____

How did collaboration help their cause? _____

LESSON 4

Creating an Action Plan for Sustainable Change

Curriculum Correlations

Common Core Language Arts

RI.5.4

C3 Framework

D4.6.3-5

D4.6.6-8

21st Century Skills

Global Awareness

Ontario Language Arts

Grades 5-8. Reading,

Overall Expectation 1

1.3, 1.4, 1.6

Ontario Social Studies

Grade 5, Strand B People and Environments

B1.2, B1.3, B2.6

Grade 6, Strand B People and Environments

B1.3, B2.2, B2.5, B2.6

Materials

- UN Sustainable Development Goals Series
- Chart paper
- Markers, pens, or pencils
- White board or chalkboard
- *Action Plan Worksheets*
- *Organization for Change Worksheets*
- *Peer Feedback Exit Tickets*

Objectives

Students will be able to:

- Examine social, environmental, health, and economic issues around the world.
- Examine the ways in which humans address these issues.

Setting the Stage

Generate a class discussion around global issues. What are major issues that affect people all around the world? Create a mind map of all the issues the class can come up with.

Possible answers include:

- Poverty
- Climate change
- Gender inequality
- Hunger
- Unequal access to education
- Unequal access to health care
- Lack of sanitation
- Natural disasters
- War and violence

Explain to the class that an international organization called the United Nations is working to address these issues by creating goals and action plans for a more **sustainable** and **equitable** future. Review key terms if necessary.

- **Sustainable**- Having the ability to be maintained.
- **Equitable**- Being fair.

Tell the students that today they will be creating an action plan for change around an issue of their choice. They will need to come up with a goal, target, and indicator whilst creating their plan. They will also need to consider challenges and global efforts needed.

Read pages 13 and 14 in *Taking Action to End Poverty* to go over examples of goals, targets, and indicators for change. Write the definitions for goals, targets, and indicators on a piece of chart paper for students to refer back to. Use an example from the book to illustrate.

- **Goal**- A big idea you would like to achieve. (I.e. Good Health and Wellbeing)
- **Target**- sub-goals within each goal that describe the main causes of the issue. Goals will be met when all targets are hit. (I.e. Ending epidemics)
- **Indicator**- Ways to track the progress made towards reaching a target. Can be measured. (I.e. A lower number of people who need treatment as a result of diseases.)

Activity

Remind students that community actions contribute to reaching the UN's global goals. Review a Youth for Change case study to reinforce this idea. Explain that students will create a realistic community action plan for an issue of their choice. Together with students, create an example that reflects a realistic community goal that contributes to a big UN goal.

An example related to page 20 of *Taking Action to End Poverty* is as follows:

- o **Goal:** Help people living in poverty in our community obtain higher-paying jobs.
- o **Target:** Provide more opportunities for people to get help with job applications, interview preparation, and skills training.
- o **Indicator:** Number of people who get new jobs in our community.
- o **Challenges:** Number of jobs available, access to transportation to and from jobs, access to good interview clothing, access to a place to live, difficulty applying to jobs.
- o **Global efforts:** Businesses need to create new jobs in our community, organizations could offer training remotely, people could donate interview clothing and bus passes.

An example organization for the above could be called Interview Skills 101 and could provide free interview practice for people. It would involve volunteers holding mock interviews in person or remotely, where businesses can partner with and provide interview tips to future employees.

Divide students into groups of 2-4. Have each group select an issue of their choice from the brainstorm at the beginning of the lesson to create a community action plan for. Students are encouraged to use the *UN Sustainable Development Goals Series* to guide their action plans. Pages that may be helpful include:

- *Taking Action to Achieve Equality* pages 14-15, 17 and 19-20
- *Taking Action to End Poverty* pages 15-16 and 18-20
- *Taking Action to Help the Environment* pages 15-16 and 18-19
- *Taking Action for Responsible Growth* pages 15-16 and 19-21

All of these pages serve as examples of goals the United Nations have made to promote change. Students can work together to fill in the boxes of their *Action Plan Worksheet* or they can divide the sections amongst the group.

Once students have a clear goal, target, and indicator in mind for their chosen issue, they can begin to think of an organization that could address this issue.

Students can work together in their groups to fill in the *Organization for Change Worksheet*. Students are encouraged to look at the *Youth for Change pages* in the *UN Sustainable Development Goals Series* to guide their planning. The *Youth for Change pages* are as follows:

- *Taking Action for Responsible Growth* pages 18, 25, and 26
- *Taking Action to Help the Environment* pages 20, 24, and 27
- *Taking Action to End Poverty* pages 17, 21, 26, and 27
- *Taking Action to Achieve Equality* pages 12, 16, 18, and 27

Extensions

- Ask students to follow through with their action plans. For example, students could write a letter to advocate for their cause. Students may want to create a presentation about their organization and present it to their targeted audience.

Wrap-Up

Students can complete a gallery walk around the classroom and look at each of the groups' organizations. Whilst completing this activity, students will fill out a *Peer Feedback Exit Ticket* to provide feedback for two other groups and to consolidate their learning.

Assessment

Use *Peer Feedback Exit Tickets* to assess the strengths of the group projects along with areas that could be improved. Assess student understanding during the lesson using observational notes. Review definitions to clarify misunderstandings as needed.

Name: _____

Date: _____

Action Plan Worksheet

My Goal: *What issue do I want to address?*

Target: *What is a sub-goal I can address to achieve my overall goal?*

Indicator: *How will I know when I have achieved my goal?*

Challenges: *What would make it more difficult achieve my goal?*

Global Efforts: *Who do I need to help me achieve my goal?*

Name: _____ Date: _____

Organization for Change

ORGANIZATION:

FOCUS:

INVOLVEMENT:

Explain why you decided to create your organization: _____

Who should be interested in your organization? _____

Draw a logo for your organization:

Name: _____ Date: _____

Peer Feedback Exit Ticket

Group members: _____

What did this group do really well? Example: Careful planning, clear explanation, checked spelling, grammar, punctuation.

1. _____

2. _____

What questions do you still have after viewing this group's organization?

1. _____

2. _____

Name: _____ Date: _____

Peer Feedback Exit Ticket

Group members: _____

What did this group do really well? Example: Careful planning, clear explanation, checked spelling, grammar, punctuation.

1. _____

2. _____

What questions do you still have after viewing this group's organization?

1. _____

2. _____
