



United Nations
Educational, Scientific and
Cultural Organization



**MOUNT
ARROWSMITH**
BIOSPHERE REGION

BIOSPHERE BOOKLETS

Lesson Plans & Activities

17 SUSTAINABLE DEVELOPMENT GOALS SUMMARY/OVERVIEW

Grades:
1-2

Prep Time:
20 Mins

**Learning
Environment:**
Indoor

**Total Lesson
Length:**
3.5 hours

DESCRIPTION:

This booklet introduces the concept of the United Nations 17 Sustainable Development Goals (SDGs); including what they are, why they are important to a sustainable future and how students can implement the goals into their lives.

Activities involve: reflection on world inequality, SDG Videos and games, and problem identification and action plan.

CURRICULUM EXPECTATIONS:

Applying and innovating:

- Take part in caring for self, family, classroom and school through personal approaches

Communicating:

- Express and reflect on personal experiences of place

Planning and Conducting:

- Make and record simple measurements using informal or non-standard methods
- Make and record observations

BACKGROUND:

The SDGs are a set of 17 goals developed by the United Nations as a call to action for countries across the world to find solutions to the complex issues that the planet faces including poverty, gender issues, biodiversity loss and global climate change impacts. The SDGs require action from all levels including governments (local and national), organizations and individuals.

LESSON PLAN

TIME	ACTIVITY	LOCATION	MATERIALS
1 Hour	1. Introduction – UN and the SDGs	Indoor	Printed worksheet
1 Hour	2. SDG Breakdown	Indoor	Internet access
1.5 hours	3. Conclusion - Game	Indoor	Printed worksheet/game

TIME

1 Hour

ACTIVITY

1. Introduction – UN and the SDGs

LOCATION

Indoor

MATERIALS

Printed worksheet

Introduction: United Nations and the SDGs

GOAL: Introduce students to the **UNITED NATIONS (UN)** and the **17 SUSTAINABLE DEVELOPMENT GOALS (SDGs)**. Explain that the SDGs are a UN initiative that is a call to action for all countries across the world.

PREPARATION: Print prompt sheet (page 3). Prepare both YouTube videos using the links below.

LESSON PLAN:

Part 1: Discuss the role of the UN: students watch a 2-minute video about the UN and answer discussion questions as a class. Discuss the SDGs: students watch a short video about the SDGs.

Part 2: Reflections on world inequalities. Students gain a perspective on their haves and have-nots and what issues the SDGs aim to address with a prompt reflection activity.

CONTENT:

Part 1: Introducing the United Nations and the SDGs

United Nations

The United Nations (UN) is an intergovernmental (relations between two or more governments) organization founded in 1945, that includes collaboration between 193 member states. The UN strives for collaboration between all the world's nations to discuss and find solutions to humanity's common problems. The organization defines its values as those of peace, justice, respect, human rights, tolerance, and solidarity. The UN aims to be a place where **"the world's nations can gather together, discuss common problems, and find shared solutions that benefit all of humanity."**

The United Nations have engaged in many initiatives across the globe since its inception. Some of their work includes:

- Maintaining peace by working to prevent conflict, or helping parties in conflict make peace and deploying peacekeepers.
- Protecting human rights with the Office of the High Commissioner for Human Rights which uses the authority to investigate situations and to publish reports on them.

- Delivering humanitarian aid before, during, and after natural disasters, conflicts, and refugee problems.
- Supporting **Sustainable Development** and **Climate Action**. The UN began this work in 2015 with the launch of its sustainable development agenda to ultimately reduce poverty and improve people's lives worldwide. This also entails addressing climate change to protect countries from rising sea levels, melting ice caps, and extreme weather events.

Have students watch the 2-minute video: "How does the United Nations work?"

<https://youtu.be/Qolafzcok74>.

Follow this with a discussion addressing the following questions:

- What is the mission of the UN?
- How many countries are currently involved with the United Nations?
- What are some issues that the UN has addressed? Have you heard of any other work that the UN has accomplished?
- What impact does the UN have that a singular country does not?

The 17 Sustainable Development Goals (SDGs)

The SDGs are a set of goals developed by the United Nations that aim to find solutions for many complex world issues. Because of the UN's intergovernmental status, the SDGs are a global approach, and every country has responsibilities in enacting the SDGs. There are 17 Sustainable Development Goals which will be broken down below. The goals are a call to action to end poverty, protect the planet and improve the lives of everyone, everywhere. In 2015, all UN Member States adopted the goals, with a 15-year completion goal. The target completion year for the goals is 2030. The implementation of each goal relies on the effort of each country's sustainable development policies, plans, and programs.

Each goal is tracked with **TARGETS** and **INDICATORS**:

- The **targets** further breakdown each goal into more specific sub-goals with completion deadlines. For example, "SDG 1: No Poverty" has 7 targets. Target 1.1 states "by 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day".
- **Indicators** are used to measure the progress being made to reach the targets. Students can understand this as something that "indicates" progress is being made. In other words, what shows that this goal is being achieved? For example, for SDG 1, a yearly survey may show a reduction in extreme poverty - evidence that the targets are being achieved.

What does sustainability mean?

Sustainability means meeting our current needs without compromising the needs of future generations.

Sustainability generally encompasses three areas of human growth: environment, economy, and society. Each of these areas overlap each other.



Where do you see sustainability in your day-to-day life?

What efforts do you, your family, and your school make to be sustainable?

Have students watch this YouTube video that very briefly lists all 17 goals:

<https://youtu.be/oXTBYMfZyrM>

Follow this video with the following questions and discussion:

- How many SDGs are there?
- What is the main goal of the SDGs?
- How is the progress of the SDGs tracked?
- When is the completion date for the SDGs?



Part 2: The SDGs and Inequality

GOAL: For students to understand the inequalities that exist in the world. Students gain an understanding of the purpose of the SDGs in terms of addressing these issues.

Sit in a circle with your class. Explain that you will be reading **statements** to students, and you'd like them to reflect on each statement and whether they agree or disagree. After each prompt, share the included **facts about the topic**. Encourage students to comment on anything that surprises them and to explain why.

- 1) **I can afford to go to school (SDG 1).**
71 million people in 2020 were pushed into extreme poverty, which means living on less than \$1.25 a day.
- 2) **If I am sick or hurt, I can afford to go to the hospital (SDG 1, 3).**
Less than half of the global population is covered by essential health services.
- 3) **Some of my family members are ill because they have no access to healthcare (SDG 3).**
Less than half of the global population is covered by essential health services.
- 4) **I have learned how to read (SDG 4).**
In 2020, an additional 101 million (9%) of children in grades 1 through 8 fell below minimum reading proficiency levels.
- 5) **I must boil my water before drinking it (SDG 6).**
In 2020, 2 billion people (26%) lack safely managed drinking water.
- 6) **I have access to electricity whenever I need it (SDG 7).**
In 2019, 759 million people lacked access to electricity, 3 out of 4 of them live in sub-Saharan Africa.
- 7) **I believe that when I am done school, I will be able to find a job (SDG 8).**
The COVID pandemic has led to the loss of the equivalent of 255 million full-time jobs.
- 8) **It is easy for me to get around my town (SDG 9).**
Almost 300 million of 520 million rural dwellers lack access to roads in 25 countries.
- 9) **I can identify inequalities in the world (SDG 10).**
The proportion of the global population who are refugees has more than doubled since 2010, for every 100,000 people there are 311 refugees.

10) **There are bus routes and bike paths in my city (SDG 11).**

Only half of the world's urban population have convenient access to public transportation.

11) **I understand the environmental impact of producing goods that I own (SDG 12).**

1 million plastic drinking bottles are purchased every minute. 1 trillion single-use plastic bags are thrown away each year.

12) **I understand the impacts of climate change (SDG 13).**

The 2020 Global average temperature is 1.2° Celsius above the pre-industrial baseline.

13) **I believe all humans should have the same opportunities as me (SDG 16).**

Child labour rose to 160 million in 2020. 1 in 3 human trafficking victims in 2018 were children.

Following the activity, ask students the following questions:

- How did you feel hearing these facts?
- What was most surprising to you?
- Why is it important that we understand the inequalities in the world?

Explain that the Sustainable Development Goals aim to address each of these issues and more.

TIME	ACTIVITY	LOCATION	MATERIALS
1 Hour	2. Breaking Down the SDGs	Indoor	Internet access

Breaking Down the SDGs

GOAL: Have students gain an understanding of each **Sustainable Development Goal**.

PREPARATION: Prepare websites for videos and flashcard activity (links below).

LESSON PLAN: Students consider individual SDGs including the main goals and where and why the goal is needed.

CONTENT:

To help students learn and understand some of the different SDGs, videos have been made that have **Thomas and Friends** explain the different SDGs for students. As well, for each video and SDG there are suggested activities and playful learning opportunities for them. Review the videos and some of the activities with your students using the link below:

<https://www.allaboardforglobalgoals.com/en-ca>

Another option to help students understand the different Goals is using an online set of flashcards. Go through the flashcards with your students, talking about what they mean and how they apply to your community and the world (link below):

<https://www.bookwidgets.com/play/UKJEUG>



Protect and restore terrestrial ecosystems and forests, keep biodiversity.

TIME 1.5 Hours	ACTIVITY 3. Conclusion	LOCATION Indoor	MATERIALS Printed worksheet
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Conclusion

To wrap up the learning about the SDGs with students, have them play the SDG Game which can be downloaded from the MABR Teaching Resources page, where this booklet was found (<https://www.mabr.ca/teaching-resources>). This game is a variation of snakes and ladders that incorporates the Sustainable Development Goals in a fun activity.



<p>10 REDUCED INEQUALITIES</p> <p>What is the best way to fight poverty?</p> <ol style="list-style-type: none"> Do nothing and ignore the problem Share the wealth produced in the world Prevent foreigners from entering your country 	<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> <p>How many people in developing countries live in slums?</p> <ol style="list-style-type: none"> 30% 55% 80% 	<p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p> <p>Statement: there are plenty of fish in the sea.</p> <ol style="list-style-type: none"> True, I can eat as many as I want! False. Overfishing, pollution and climate change are reducing the populations of fish in the oceans.
<p>13 CLIMATE ACTION</p> <p>What is renewable energy?</p> <ol style="list-style-type: none"> A brand of a energy drink Energy generated from natural resources—such as sunlight and wind A source of energy with a renewable subscription fee 	<p>14 LIFE BELOW WATER</p> <p>Which of the following contribute to marine pollution...</p> <ol style="list-style-type: none"> Litter on the beach Jellyfish and crabs Seaweed 	<p>15 LIFE ON LAND</p> <p>We must protect our forests to fight climate change because:</p> <ol style="list-style-type: none"> Forests are good places to play Trees produce oxygen We need wood for building houses
<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> <p>Which of the following is a democracy?</p> <ol style="list-style-type: none"> A country ruled by a dictator A country ruled by the people A country ruled only by men 	<p>17 PARTNERSHIPS FOR THE GOALS</p> <p>A partnership is...</p> <ol style="list-style-type: none"> When you are playing with a friend and you pretend to be parents When people and organisations support each other to achieve a common goal When two pupils eat at the same table every day 	<p>SUSTAINABLE DEVELOPMENT GOALS</p>



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