

SUSTAINABLE DEVELOPMENT GOALS

EDUCATIONAL RESOURCE FOR TEACHERS AND FACILITATORS



CONCERN
worldwide

SUSTAINABLE DEVELOPMENT GOALS

EDUCATIONAL RESOURCE

In this resource you will find interesting games and lessons for your students to get to grips with the new **Sustainable Development Goals** and tangible actions they can take on them in their community.

SUSTAINABLE DEVELOPMENT GOALS

What:

The Sustainable Development Goals are 17 unique goals set out by UN member states to help tackle some of the biggest causes of **POVERTY**, **INJUSTICE** and **DAMAGE** to our planet. Their predecessors were the Millennium Development Goals established in 2000.

THE MILLENNIUM DEVELOPMENT GOALS



The Millennium Development Goals were established in the year 2000 and finished in 2015. They focused only on developing countries.



1 SUCCESSES - More than 1 billion people have been lifted out of extreme poverty since 1990.

Failures - 795 million people still undernourished.



2 SUCCESSES - Enrolment in primary education in developing regions reached 91 per cent in 2015, up from 83 per cent in 2000.

Failures - In 2015, 57 million children of primary school age were out of school.



3 SUCCESSES - Developing countries as a whole have achieved the target to eliminate gender disparity in primary, secondary and tertiary education.

Failures - Women continue to experience significant gaps in terms of poverty, labour market and wages, as well as participation in private and public decision-making.



4 SUCCESSES - Between 1990 and 2015, the global under-five mortality rate has declined by more than half, dropping from 90 to 43 deaths per 1000 live births.

Failures - Every day in 2015, 16,000 children under five continue to die, mostly from preventable causes.



5 SUCCESSES - Since 1990, the maternal mortality ratio has been cut nearly in half, and most of the reduction occurred since 2000.

Failures - After years of slow progress, only half of pregnant women receive the recommended amount of antenatal care.



6 SUCCESSES - New HIV infections fell by approximately 40 per cent between 2000 and 2013.

Failures - In 2014, there were roughly 2 million new HIV infections, 220,000 of which were among children. Most of these children live in sub-Saharan Africa and were infected via their HIV-positive mothers during pregnancy, childbirth or breastfeeding.



7 SUCCESSES - Between 1990 and 2015, 2.6 billion people gained access to improved drinking water sources.

Failures - Between 1990 and 2012, global emissions of carbon dioxide increased by over 50 per cent.

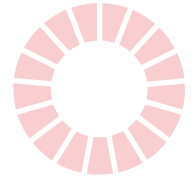


8 SUCCESSES - In 2013, the debt burden of developing countries was 3.1 per cent, a major improvement over the 2000 figure of 12.0 per cent.

Failures - In 2014, bilateral aid to least developed countries (LDCs) fell 16 per cent terms, reaching \$25 billion.

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WHAT DOES 'SUSTAINABLE DEVELOPMENT' MEAN?

Sustainable Development means meeting the needs of the present generation, without compromising the needs for the future.

Sustainable Development can also be defined by the 5 P's and keeping them in harmony with each other. i.e. the quest for prosperity does not disrupt our planet's resources for future generations.



When:

The Sustainable Development Goals were established in 2015 and will run up to 2030

Who:

The SDGs are designed with both developing and developed countries in mind and are to be seen as universal goals to be achieved worldwide

Why:

- **795 MILLION** hungry
- More than **1 BILLION** people live on a dollar a day
- **1.3 BILLION** tons of food are wasted every year
- **375 MILLION** people are affected by climate change related disasters every year

SUSTAINABLE DEVELOPMENT GOALS Simple definitions for students



Ending poverty in all forms everywhere. **825 million people currently living on \$1.25 a day.**



End hunger and improve nutrition worldwide. **90 million children are dangerously underweight.**



Ensure healthy lives for all. **22 million people currently are not accessing essential medicines to treat HIV/AIDS.**



Ensure everyone has access to quality education. **Conflict and war means that many children are missing out years of their education.**



Achieve gender equality between women and men; making sure girls and women have the same access to rights and opportunities as boys and men. **Some girls are denied access to education simply because they are girls. This drastically limits their future potential to earn a living.**



Ensure clean water and sanitation. **2.4 billion people don't have access to proper toilet facilities leading to the spread of disease.**



Making renewable energy sources (solar, wind etc) available for all. **The world is too reliant on fossil fuels as energy sources leading to the detriment of the environment.**



Supporting economic growth and creation of jobs. **More than 204 million people are unemployed worldwide.**



Build long lasting infrastructure, sustainable industries and develop innovative technologies. **Half the world's population live in cities and need mass transport and energy sources. This goal focuses on how to achieve this but through using renewable energy so the environment is not damaged to meet human need.**



Reduce inequality in and amongst countries. **The richest 10% of people in the world earn up to 40% of the world's global income.**



Making cities safe and sustainable. By 2050 there will be 6.5 billion people living in urban areas. **This goal focuses on making sure that cities have affordable housing and adequate public transport to deal with this demand.**



Ensuring responsible consumption. **In Ireland we waste one million tons of food a year while 795 million people go hungry. This also has negative impacts on the environment and economy.**



Take urgent action to combat climate change and its impacts. **Global warming is wreaking havoc on developing countries who have contributed very little to climate change. Countries like Ireland need to look at their consumption of fossil fuels urgently.**



Conserve and sustainably use oceans, seas and marine resources. **There is an estimated 13,000 of plastic litter to be found on every square kilometre of the ocean.**



Sustainably manage forests and combat desertification. **Deforestation is leading to the loss of trees crucial to combatting climate change and also the extinction of many species. Desertification is leading to a loss of land for poor farming communities.**

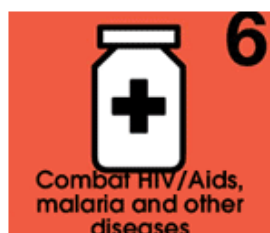


Promote peaceful and inclusive societies. **Many people live in unstable countries where violence and conflict are regular occurrences. This impacts greatly the development of countries.**



Global Partnership for the S.D.Gs. **Making sure countries work together by promoting investment and working on policies to support the least developed countries.**

Millennium Development Goals cards



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TEACHER/ FACILITATOR ACTIVITY 1



Introducing Development

- **NEED** - Copy of Millennium Development Goals cards (page 4)
- **ROOM** - Students in groups

- Ask students if they can define the word development. For example if they heard a discussion about development on the radio, what would be talked about?
- Ask students what the word development means to them in an Irish context and an Ethiopian context - ask what the differences could be.
- Give each group a copy of the MDG cards above cut into individual cards. Explain that these were introduced by the UN in 2000 to help solve some of the biggest problems in developing countries.
- Ask groups to read each card and ask to rank the cards from most important to least. Explain that each group must be able to elaborate on why they put each card where.

DEBRIEF

- Gather responses from groups.
- Ask groups if they agree with the choices of others and ask why. Encourage students to change their rankings if they are swayed by other groups.
- Focus on the different links between the goals. For example, many students may place MDG 1 hunger as their main goal but place MDG 7 climate change towards the end of their list. In cases like these ask students can climate change have an impact on food production.

TEACHER/ FACILITATOR ACTIVITY 2



What on Earth is Sustainable Development?

- **NEED** - Flip chart paper, markers
- **ROOM** - Students in pairs or groups

- Write words Sustainable and Development on board.
- Break down the word Sustainable into the word 'Sustain' and ask students to define it in their own words.
- Focus on the word Development and ask students to define it in their own words.
- In groups, ask students to write the words 'Sustainable Development' and ask them to make their own definition.
- Give existing definitions of Sustainable Development (in red box) to the class and ask if they see similarities with their own.
- Ask students to rank the existing definitions and feed back to larger group their favorite.
- Gather feedback from all the groups and facilitate a common definition for the class.

DEFINITIONS OF SUSTAINABLE DEVELOPMENT

- *Treating the Earth as if humans intend to stay*
- *Development without destruction*
- *Sustainable Development is about making a better life for everyone now and for generations to come*
- *Doing what will look after humans now and not wrecking the planet for the future*

DEBRIEF

- Emphasize that Sustainable Development is all about pushing development for all people without destroying the earth for future generations.
- Ask group how development in certain countries can be to the detriment of Earth. For example think of industry in the USA and how this is boosting the economy whilst also destroying the planet.
- Question how the world can encourage development without destroying the environment.

TEACHER/ FACILITATOR ACTIVITY 3

The Web of Sustainable Development



- **NEED** - One copy of Sustainable Development Goals cards (included in pack), post its, ball of string
- **ROOM** - Tables pushed back; Chairs in circle; Students in pairs

- Introduce the Sustainable Development Goals using the definitions from page 4. Explain that they are following on from the Millennium Development Goals and will be running until 2030.
- Ask students what they think some of the most pressing issues in the world today are.
- Place all 17 SDG cards on the floor and invite pairs of students to take whichever card they like. Ask students if any of the problems they raised match the SDG cards.
- Ask each pair which card they have and ask them to read the heading.
- In pairs, get students to place a post it on their card and write everything that comes into their head about their SDG card. For example what do they think economic growth means? Jobs? Employment? Why are these things important for human beings and development?
- Invite pairs to stand in a circle and share what they wrote for their SDG.
- Explain that we are now going to look at the connections between all the SDGs.
- Hand one student a ball of string. Ask them to hold the end of the string and throw the ball of string to the picture they think their issue is connected with most and why. For example the pair with SDG card 2 (zero hunger) may decide their picture is linked to another pair's SDG 1 card (no poverty) as people who suffer from hunger are usually very poor. The pair with SDG No Poverty then decide which picture they are linked to and so on.
- Then repeat this process until a member from each pair is holding the string forming a web.



Students at the annual World Wise Global Schools conference, playing the web game, April 2016. Photo Claire Marshall

DEBRIEF

- Ask the students to look at the web they have formed.
- Explain that all of these issues are interconnected. Use SDG 13 on climate change to highlight the links between global warming and SDG 2 on hunger.
- Ask students if there is anything we can do in Ireland to achieve any of the SDGs.

HOMEWORK IDEA

- Assign each student (or pair) a different SDG and ask them to gather three pieces of information and one image on their given SDG.
- Create an awareness display in the classroom with information and images for each goal.

- Are there too many SDGs?
- What are the differences between the MDGs and the SDGs?
- What is the most important SDG? (Use ranking activity similar to Activity 1)
- What SDGs are the most relevant to us in Ireland?

Student Discussion points

TRANSFORMING CONCERN INTO ACTION!

Concern is focusing the following SDGs. Join us in taking ACTION on each!

795 million people are hungry in the world today and many of these are hungry due to climate change. Rising temperatures and lack of rainfall is causing havoc in poor communities who have contributed little or nothing to climate change. These erratic weather patterns are leading to the loss of crops and a rise in malnutrition in many of the countries Concern works in.



Does your school compost waste? Are staff and students wasting food? **Write a letter to your Principal asking for compost bins in your school!**



Survey both staff and students on how they travel to school. **Create an art display in your classroom on the results gathered and illustrate possible solutions to reduce the use of cars on the road!**

FOR MORE INFORMATION, OR TO BOOK A WORKSHOP, CONTACT
schools@concern.net