



Total time
1 hour (minimum)

Age range
year 6, 7 and 8 (10-13 years)

Campaigning For The Global Goals



Context

The week of July 1st - 8th 2019 is the first ever London Climate Action Week and all schools are invited to take part. It's a great opportunity to link curriculum based climate change learning with global and social learning for the Sustainable Development Goals and encourage pupils to practise social action for change. We have created four lessons to follow on a weekly basis in the period leading up to LCAW but all are independent so you can use them flexibly to suit. Lesson plans available here: <http://www.londonsustainableschools.org/london-climate-actionweek.htm>

Learning outcomes

- To become familiar with the Global Goals and some of the targets behind the Goals
- To understand how the Climate Goals fit into the Global Goals
- To identify ways that London's citizens can be part of London's solution for climate and the Global Goals

Step 1: Introducing The Global Goals

15
mins

Explain that: *over the month of June pupils are going to be learning about London's climate risks and planning what they can do to help tackle the problem in London.*

Write on two separate pieces of paper the following questions:

1. 'What do you think are the biggest problems in the **world**?'
2. 'What do you think are the biggest problems in **London**?'

- Split the class into two groups and give each group one of the above questions. Give students 5 minutes to discuss and write down their different ideas.
- Bring the class back together and ask each group to nominate someone to read out ideas. Write these ideas on the board.
- Ask students to consider *what the differences are between Global and London specific problems. Raise a discussion as to why students think this might be.*

Project the Global Goals grid onto the board and see if students can work out which of the problems they have come up with match with which Goal - <https://www.globalgoals.org/resources>

- Leave some time to time to talk about language as students may not understand all the language used – e.g. 'What is innovation and infrastructure?'
- Show students **We Are The People**: <https://www.youtube.com/watch?v=RpqVmvMCmp0&t=3s>
- If pupils do not already know about the Global Goals, *explain that in 2015 the United Nations and all the World's governments – including the UK – agreed to work together to achieve the Sustainable Development Goals (or Global Goals). These Goals are a reflection of the views of millions of people across the world and what they believe we need to do to ensure Sustainable Development for all. These 17 Goals are integrated and individual and seek to end extreme poverty, combat the threat of climate change, and reduce inequalities by 2030. Together this is known as Agenda 2030. There is now a UN Youth Envoy for the Sustainable Development Goals and young people are at the heart of the delivery of the Global Goals.*

Step 2: Watch the World's Largest Lesson Animations

15
mins

Show students **Sir Ken Robinson's animation** - <https://vimeo.com/138852758>

- Have pupils discuss in pairs which *Global Goals are most specific to us in London and why? Remind them that the goals are interconnected and require joint action.*
- Ask pupils to suggest *how we can address/help these problems*
- For example, if we look at London's air pollution which is one of the biggest health problems for Londoners. It is linked to the premature deaths of 9,400 people in the city every year and costs almost £4 billion in healthcare. For more information <https://www.unicef.org.uk/clean-air-child-health-air-pollution/>

Here are some suggested **additional resources** to help pupils explore what they can do to help London's air pollution problem.

- London Sustainability Exchange - <http://www.lsx.org.uk/our-work/air-quality>
- Sustrans: Big pedal - <https://www.sustrans.org.uk/bigpedal>
- Living Streets: Walk to School - <https://www.livingstreets.org.uk/walk-to-school>
- Eco-schools Award - <https://www.eco-schools.org.uk/>
- The Mayor's Schools Air Quality Programme - <https://www.london.gov.uk/what-we-do/environment/pollution-and-air-quality/mayors-school-air-quality-audit-programme>

30
mins

Step 3: Take Action and Create a Campaign!

Show pupils **Animation part 2** for inspiration on innovative ideas: <https://vimeo.com/178464378>

- Ask pupils to explain *what they understand by the words **innovate**, **invent** and **campaign***

Invent: to create or design something that has not existed before

Innovate: to make changes to something that is already established

Campaign: to work in an active way towards a particular goal

- Ask if they know of *any London-specific examples for inventions, innovations and campaigns that focus on either a Global Goal or one of the themes of the Global Goals.*
- Ask students to think of examples that specifically relate to the goals.

Here are some prompts if pupils need help:

1. The Ashden Awards – the 'Green Oscars' rewarding innovations in sustainable energy. Several schools won the Ashden Award through the introduction of new ways of powering energy in schools. Read about these practical student-led campaigns here: <https://www.ashden.org/search?q=schools>
 2. London sustainability entrepreneurs – Many young Londoners are innovating and pioneering new ways of addressing climate and social problems - <https://www.london.gov.uk/what-we-do/environment/mayors-entrepreneur-competition/2019>
 3. Youth Strike 4 Climate - <https://ukscn.org/ys4c> - a youth led campaign based organisation choosing to rise up and take direct action where older generations have failed.
- Ask pupils *if they have any ideas of a campaign they would like to create to help their school make relevant improvements to help with climate change.* Write ideas on the board, if pupils have lots of ideas vote for the most popular.

- Ideas to use as a prompt if necessary:

1. A campaign for a School Garden - <https://schoolgardening.rhs.org.uk/home>
2. Meatless Monday at school - <https://www.climategen.org/take-action/act-climate-change/take-action/youth-action-ideas/meatless-mondays/>

Set the creation of a campaign pitch as homework if short of time.

Suggest pupils follow this structure in building their pitch.

- **Know the facts:** Research the impact the cause is having on the environment to build an argument. Work out how bad the problem is now and how bad it might get. Look for surprising facts or make facts come to life by connecting them to everyday life.

- **Know who you are trying to persuade:** Do you need permission from a teacher, the student council, the headteacher? Are you trying to persuade your class or the rest of the school to do something.
- **Make a pitch for your audience:** Create a presentation, including facts and sources, that will get your audience excited to support you. Your first audience is the decision maker. Make it easy for them to say yes. Some ideas for your presentation:

You can use this structure to help you build an impactful presentation:

1. Why is this issue important to you?
2. What facts make you sure it's important?
3. What do you want to do to address the problem?
4. What are the benefits of your proposal?
5. How will you go about doing what you want to do. Make it sound easy.
6. Suggest alternative ideas. Show your audience you have thought through different ways of achieving the same goal.
7. Add a "call to action" at the end so that your audience know clearly what you are asking them to do.

Extra resources to create a campaign:

- <https://spark.adobe.com/make/posters/campaign-posters/>
- <https://www.amnesty.org/en/get-involved/write-for-rights/>

Further activities and resources for teaching about the Global Goals

There are some great resources available for teachers on the SDGs. Here are just a few:

Activities:

- Become a Goal Keeper and join the app! <https://wllgoalkeeperme.globalgoals.org>
- Paper chain of promises for the Goals
<http://cdn.worldslargestlesson.globalgoals.org/2017/12/Global-Goals-Paper-Chains-Colour.pdf>
- Global Goals impact games – Goal 13 - <https://ggimpactgames.com/play/goal-13/>
- Young Londoners and Sustainable Development Goals - <https://www.london.gov.uk/about-us/organisations-we-work/london-sustainable-development-commission/our-current-work-and-priorities/our-quality-life-work/our-sustainable-development-goals-and-young-londoners-work>

Films:

- How to take action for the Global Goals – World's Largest Lesson - Animation part 3: <https://vimeo.com/266852848>
- What is Sustainable Development? - <https://vimeo.com/144354623>
- We Have A Plan – Project Everyone cinema advert - <https://www.youtube.com/watch?v=Ob-K-dECobE>
- What is Sustainable Development? - <https://vimeo.com/144354623>
- <https://www.globalgoals.org>
- A Message to All Educators: Amina Mohamed- <https://www.youtube.com/watch?v=-Rd2F1Og-BE>

Research:

- Climate Action and Why it matters
https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/13_Why_it_Matters_Climate_Action_letter_size_1p.pdf

Websites:

- <https://www.globalgoals.org/>
- <http://worldslargestlesson.globalgoals.org/>
- <https://www.un.org/youthenvoy/young-leaders-sdgs/>