



Campaigning for the Global Goals

Context

The week of 26th June to 4th July 2021 is London Climate Action Week. This year all London schools are invited to take part on a **Tuesday 29th June** at our first **Schools Climate Summit**. 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 help you in the period leading up to the Schools Climate Summit. All are independent so you can use them flexibly to suit. Each of the lesson plans are available here:

<http://www.londonsustainableschools.org/london-climate-action-week-2021.html>



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.*

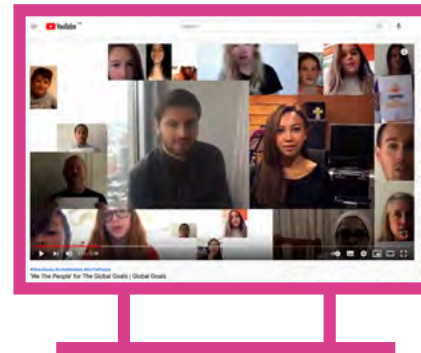
Write on two separate pieces of paper the following questions:

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, apart from Covid-19, 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>
- London Schools Pollution Helpdesk - <https://www.pollutionhelpdesk.co.uk/>

- Clean Air for Schools Toolkit – <https://www.transform-our-world.org/tools/clean-air-for-schools>
- 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>

50 fact cards

Key vocabulary: health, action, information, evidence, research, campaign.

Key concepts: You can be a clean air champion if you are well informed. Any campaign for change requires a description of actions that are based on evidence of impact.

Discuss
Sit in a circle if possible, with all the cards spread out for all to see. Can anybody spot any cards that seem to go together? Are there any topics that seem to feature in a number of different cards? Choose the topic of health and discuss what the cards tell us about the effects of pollution on health.

Explain
There are many reasons to study air pollution including the need to better understand the effects that pollution has on our health. These cards, informed by research and expertise, were designed by Global Action Plan for social media as part of a Clean Air Day campaign. The cards cover a range of topics and were viewed over 10,000 times in total over the course of the campaign. That's a lot of people reading and learning about pollution! Our health, and the health of the planet, is a serious issue.

Explore
Which cards help us to find ways of protecting or even improving our health? These cards could be described as 'action cards' and some of the other cards could be described as 'information cards'. Distribute the action cards to pairs of pupils across the whole class. Play a quick round of a mime game where pupils prepare and present a mime that illustrates the action that their card is promoting. Can the others guess what action their mime is describing?

Explain
Explain that suggested actions to improve health are based on what has been found out through research and observation relating to a particular problem, in this case, air pollution. Look at the card that says 'Drivers sitting in heavy traffic can be exposed to twice as much air pollution as pedestrians'. Explain that in order for this statement to have been generated, research was conducted to measure and explore the air inside and outside the car. Do you think this was done just once? No, it is likely to have been explored in 100s if not 1000s of vehicles in order to have come to a valid conclusion.

Think, pair, share
Work as a class to pick out the other information cards and allow pairs of pupils to select one card. Ask them to think about what research might have been conducted and what evidence was collected in order to be able to make this statement. Ask them to share their ideas relating to research and evidence with another pair.

Engaging others and the ripple effect
Having explored a number of actions and pieces of information, ask each child to select one action and one

Lesson plan
Key stage 2: 45 – 60 minutes

piece of information that they think should be shared with somebody else. Ask them to rehearse explaining what they have selected to share with a partner, before they begin their campaign beyond the classroom. They become a clean air champion in the community. Maybe their message won't be heard 10,000 times, but the ripple effect means that their message will go wider than they might think.

National curriculum links:
English – Teachers should ensure the continual development of pupils' confidence and competence in spoken language and listening skills. All pupils should use discussion in order to learn and be able to elaborate and explain clearly their understanding and ideas.
Mathematics – All pupils should follow a line of enquiry to develop an argument, justification or proof using mathematical language.
Science – Pupils should be able to identify scientific evidence that has been used to support or refute ideas or arguments. Pupils should build up an extended specialist vocabulary and should apply their mathematical knowledge to their understanding of science.

You will need:
50 fact cards
Activity mat

For more ideas:
Activity mat

Photo board challenge

Take your own
Take your own photos to illustrate different features of clean air.

Jump in!
Imagine you could step into each photo. What would you see, hear and feel? How might this be different to other people who may be in the photo or who may arrive after you? Write a commentary to explain your thoughts or take it in turns to tell people about it and make them guess which photo you are in.

Same but different
Put the images in pairs so that they illustrate a similar theme. Can you now put them in 'opposite pairs' to show how a theme can be presented in different ways?

Headlines
Imagine that each photo is being presented to a newspaper to illustrate a story associated with air pollution. What headlines could accompany them? You could cut and paste words and phrases from existing newspapers.

Question time
Choose one photo that makes you want to ask more questions. List some questions that would help you to further understand what is happening in this image. The background information sheet might help you to find out!

Clean Air for Schools

Philips Foundation MANCHESTER

Step 3: Take Action and Create a Campaign!

 **30**
mins

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.

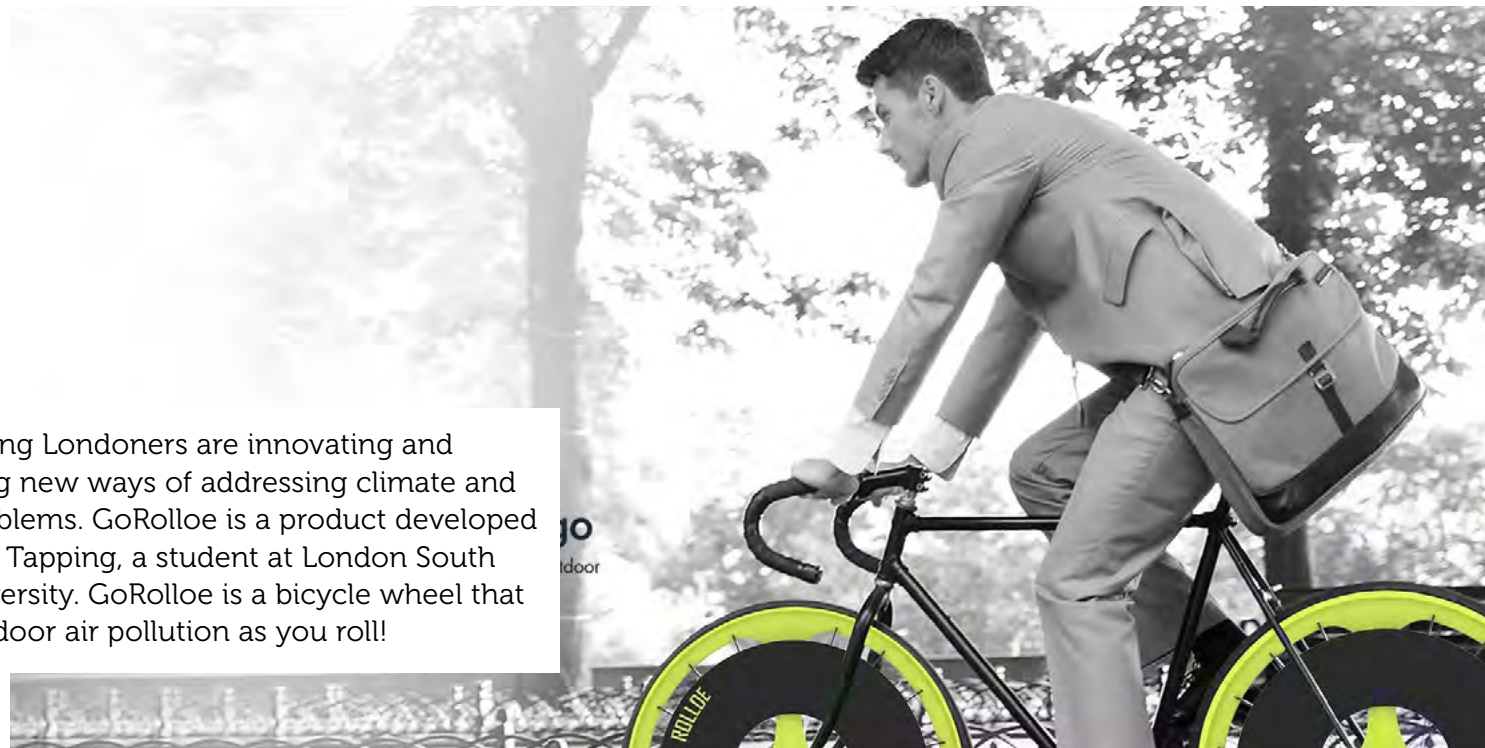
Here are some prompts if pupils need help:

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/mayorsentrepreneur-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.*

Many young Londoners are innovating and pioneering new ways of addressing climate and social problems. GoRolloe is a product developed by Kristen Tapping, a student at London South Bank University. GoRolloe is a bicycle wheel that filters outdoor air pollution as you roll!



contd./ Step 3: Take Action and Create a Campaign!

- 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/youthaction-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:

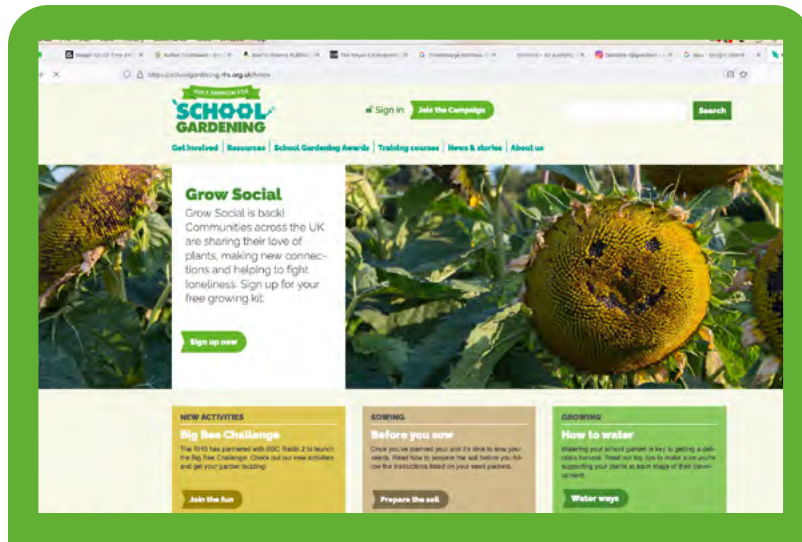
4. What are the benefits of your proposal?
5. How will you go about doing what you want to do? Make it sound easy.
6. Suggest alternative ideas. Show your audience you have thought through different ways of achieving the same goal.
7. Add a "call to action" at the end so that your audience know clearly 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/>

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?



contd./ Step 3: Take Action and Create a Campaign!

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://willgoalkeeperme.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/organisationswe-work/london-sustainable-development-commission/our-current-work-and-priorities/our-quality-life-work/oursustainable-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/>
- <https://www.transform-our-world.org/>

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