



How can you integrate the UN Sustainable Development Goals into your teaching?

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Meena Sridharan and Priya Iyer

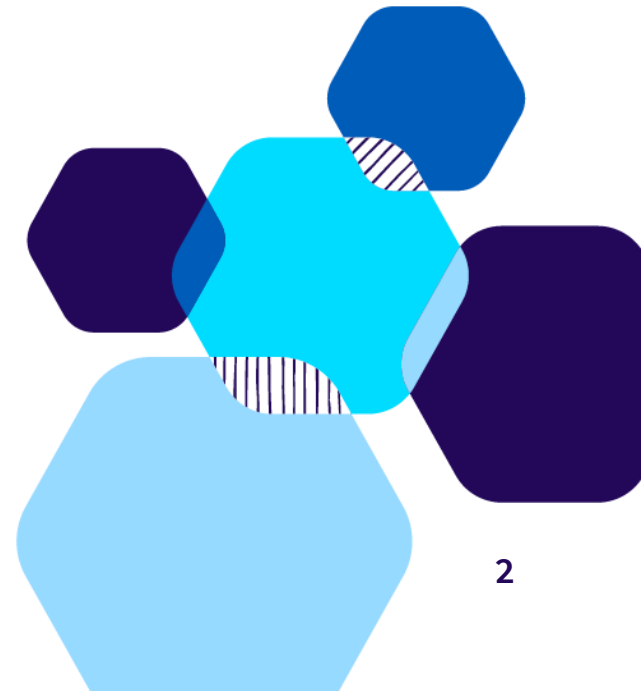
www.britishcouncil.org



Learning outcomes

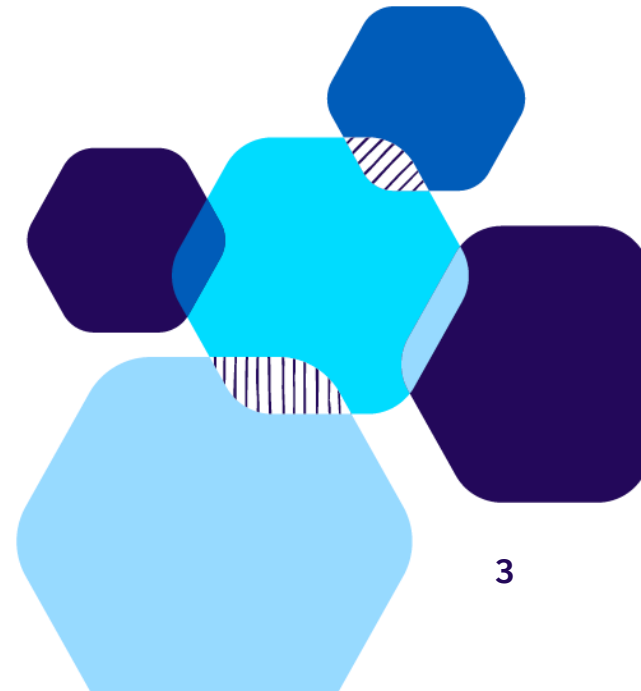
By the end of this session, you will have:

1. understood the framework and implications of the United Nations (UN) Sustainable Development Goals (SDG)
2. explored the relevance of these policies as values which you can communicate to your learners
3. analysed examples to integrate the Goals into your curricula, so that learners can practise them inside and outside their classrooms.



What is the United Nations?

The UN was established after the Second World War with 51 member states, (currently 193), to help stabilise international relations and give peace a more secure foundation.



What are the aims of the UN?

- Maintain international peace and security
- Promote human rights
- Foster social and economic development
- Provide humanitarian aid during conflict, famine and disaster
- Protect the environment



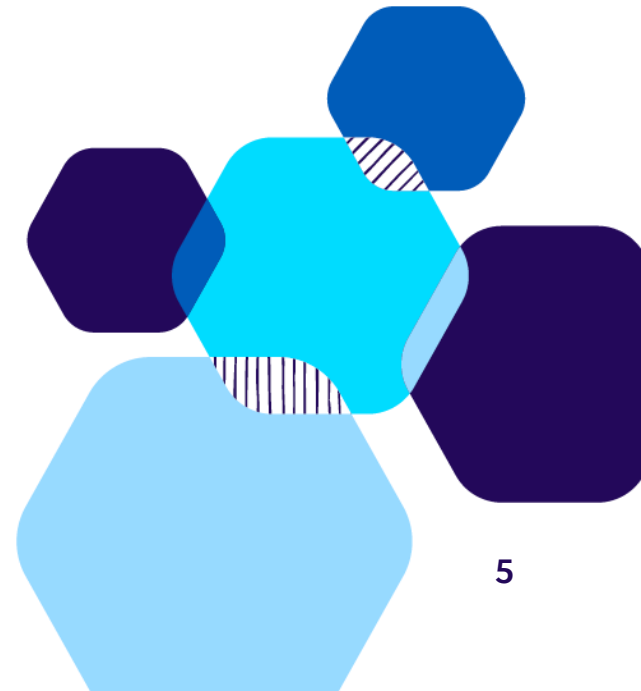
What is sustainable development?

“Sustainable development is development that strives to meet the needs of developing countries....

...without compromising current and future generations to meet their own sustainable lifestyles.”

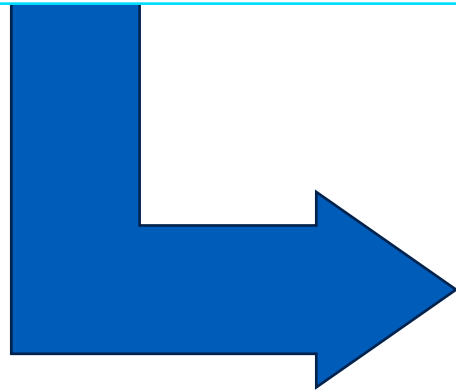
Gro Harlem Brundtland – Former Prime Minister of Norway

The Brundtland Report was drawn up as part of the UN World Commission on Environment and Development in 1987.

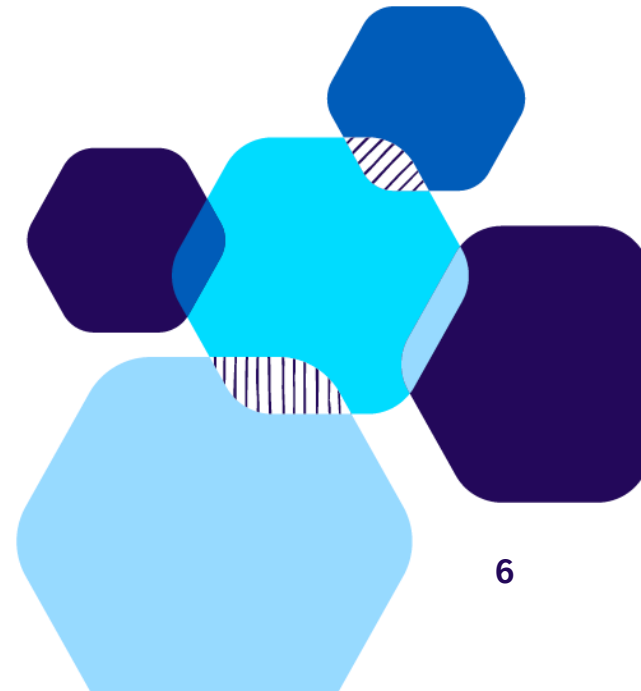


What are the UN SDGs?

17 Global Goals for Sustainable Development which could mean an end to extreme poverty, inequalities and climate change by 2030.



17 Goals broken down into worldwide targets and indicators



Framework of the 17 SDGs

Targets

169 - which are local, specific and time-bound.

Indicators

247 – which collect data and measure targets.

In India

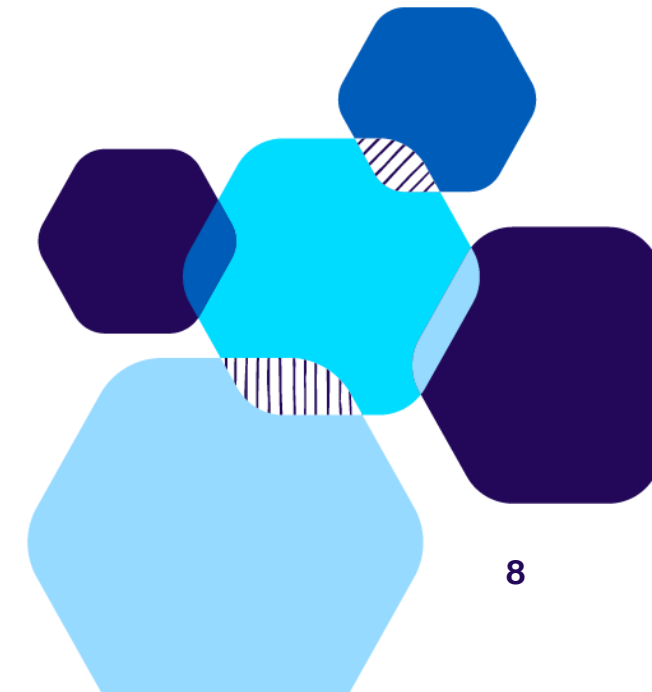
- Coordinated by NITI Ayog and the Ministry of Statistics and Programme Implementation through SDG India Index

The 17 SDGs (Global Goals)

SUSTAINABLE DEVELOPMENT GOALS



<https://www.un.org/sustainabledevelopment/news/communications-material/>



The three pillars of the SDGs

Economic Pillar



Environmental Pillar



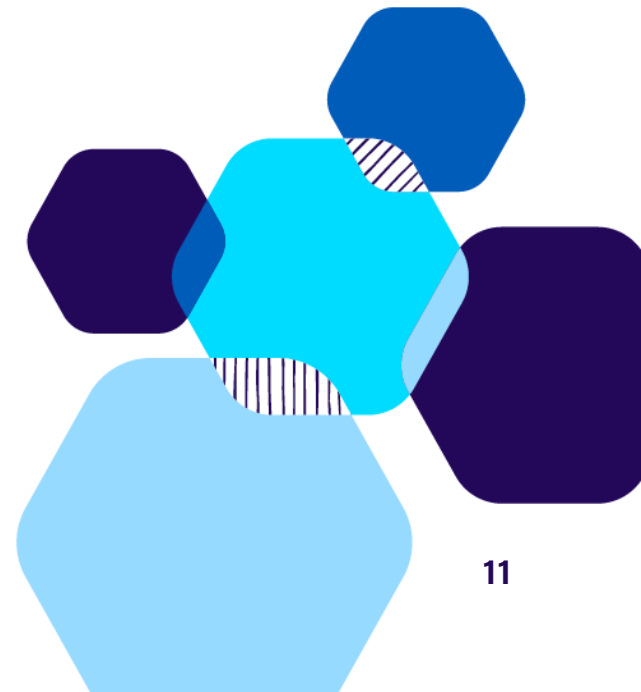
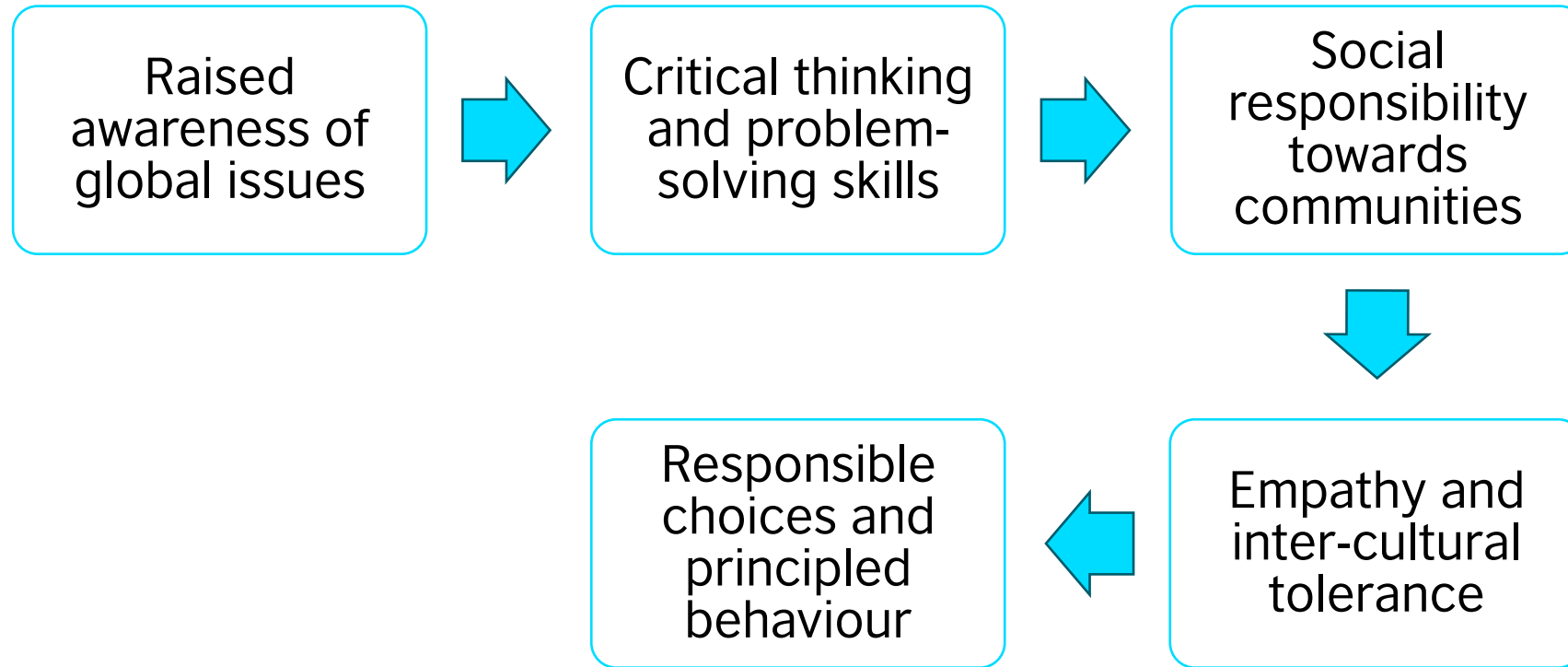
Social Pillar



https://www.mdpi.com/sustainability/sustainability-11-01961/article_deploy/html/images/sustainability-11-01961-g001.png

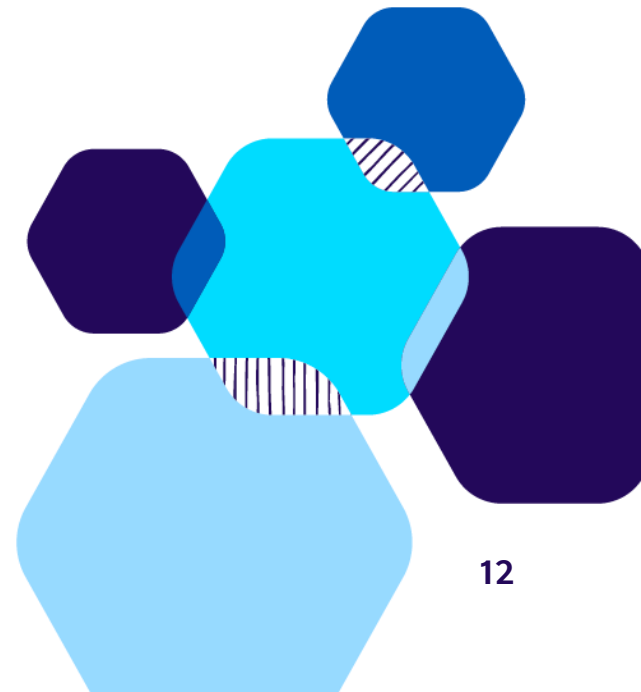
Bringing the SDGs into our classrooms

Impact of the SDGs on the learner





What Goal could we introduce here? Why?



Potential SDG activities for the lesson



- * Did all the children in the class eat the same food items yesterday? Why?
- * You must have noticed that in the picture (Page 36) there is one child in whose house no food was cooked. What could be the reason?



- * Has it ever happened to you that on some day you were very hungry but there was nothing to eat? If yes, why?
- * How do you know that you are hungry?
- * How do you feel when you are hungry?

<https://ncert.nic.in/textbook.php?ceap1=6-24>

Lesson plan for primary level



- **Title:** Peacemakers and peacebreakers
- **Age:** 8 – 11 years
- **Aims:** To promote the values of peace, respect and tolerance in the classroom.
- **Stage 1:** List all the words for peace in different languages.
- **Stage 2:** Jigsaw (staggered) reading of text in pairs, about peacemakers and peacebreakers.
- **Stage 3:** Create a peace poster.

<https://www.teachingenglish.org.uk/en/teaching-resources/teaching-primary/lesson-plans/level-2/peacemakers-and-peace-breakers>

Social Science lesson Class 7



This naturally has an impact on whether girls can attend school. It determines whether women can work outside the house and what kind of jobs and careers they can have. The government has set up *anganwadis* or child-care centres in several villages in the country. The government has passed laws that make it mandatory for organisations that have more than 30 women employees to provide crèche facilities. The provision of crèches helps many women to take up employment outside the home. It also makes it possible for more girls to attend schools.

Children at an Anganwadi centre in a village in Madhya Pradesh.



Sustainable Development Goal (SDG)
www.in.undp.org

Below is some data from a special study done by the Central Statistical Organization of India (1998–1999). See if you can fill in the blanks.

State	Women Paid (Work hours per week)	Women Unpaid (Housework hours per week)	Women (Total)	Men Paid (Work hours per week)	Men Unpaid (Housework hours per week)	Men (Total)
Haryana	23	30	?	38	2	?
Tamil Nadu	19	35	?	40	4	?

English lesson Class 7

“Dey get id all,” he said, “dey get id by advertisement, nod by work. Dey take id away from us, who lofe our boods. Id gomes to dis — bresently I haf no work. Every year id gets less. You will see.” And looking at his lined face I saw things I had never noticed before, bitter things and bitter struggle and what a lot of grey hairs there seemed suddenly in his red beard!

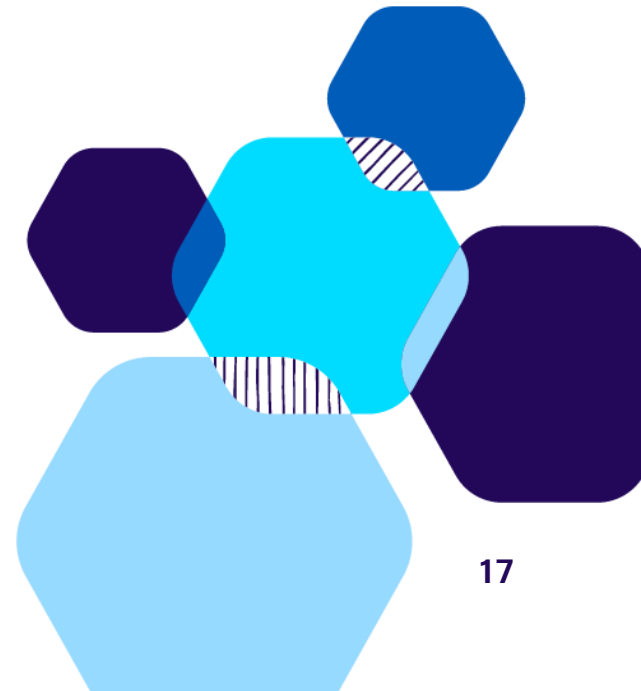
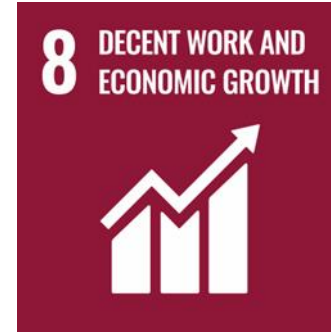
<https://ncert.nic.in/textbook.php?geh1=5-8>

*“They get it all.
They get it by
advertisement,
not by work.
They take it
away from us,
who love our
boots. It comes
to this —
presently I
have no work.
Every year it
gets less.”*

English lesson Class 7

4. Speak to five adults in your neighbourhood. Ask them the following questions (in any language they are comfortable in). Then come back and share your findings with the class.
- (i) Do they buy their provisions packed in plastic packets at a big store, or loose, from a smaller store near their house?
 - (ii) Where do they buy their footwear? Do they buy branded footwear, or footwear made locally? What reasons do they have for their preference?
 - (iii) Do they buy ready-made clothes, or buy cloth and get their clothes stitched by a tailor? Which do they think is better?

<https://ncert.nic.in/textbook.php?gehc1=5-8>



Sociology lesson Class 11

SOCIAL CHANGE AND SOCIAL ORDER IN RURAL AND URBAN SOCIETY

43

A girl child looking after the sibling



<https://ncert.nic.in/textbook.php?kesy2=2-5>

www.britishcouncil.org

A commercial centre in a city



Women at work in cotton field



Sociology lesson Class 11

1 & 4

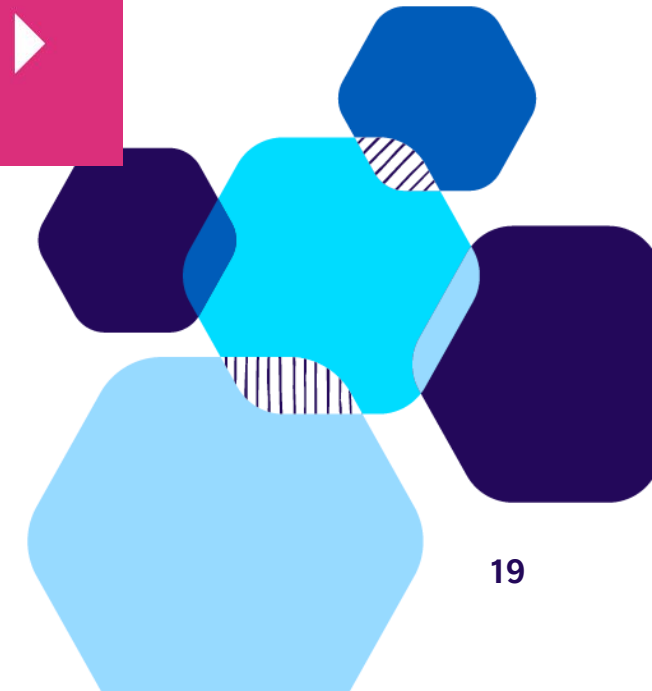
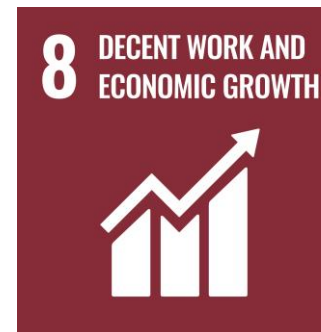
- No Poverty
- Quality Education

5 & 8

- Gender Equality
- Decent Work

10 & 11

- Sustainable Cities
- Reduced Inequalities



Sample lesson plan

- **Title:** What is Enough
- **Aims:** To raise awareness of poverty around the globe; To reflect on material and non-material needs; develop speaking skills through discussions on the meaning of wealth and poverty.
- **Introduction:** True or False statements: key vocabulary
- **Map work:** Where do people live in poverty: Identify countries on map. Analyze figures of average income.
- **Discussion questions:** What does it mean to be rich? What does it mean to be poor? What do poor people lack? What are the universal basic human needs for well-being? Material or non-material?

<https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans/intermediate-b1/what-enough>



Sample activity for tertiary learners

Discussion on concerns about climate change

Video- Greenhouse Effect and Carbon Cycle

Reading a text on the Conference of Parties

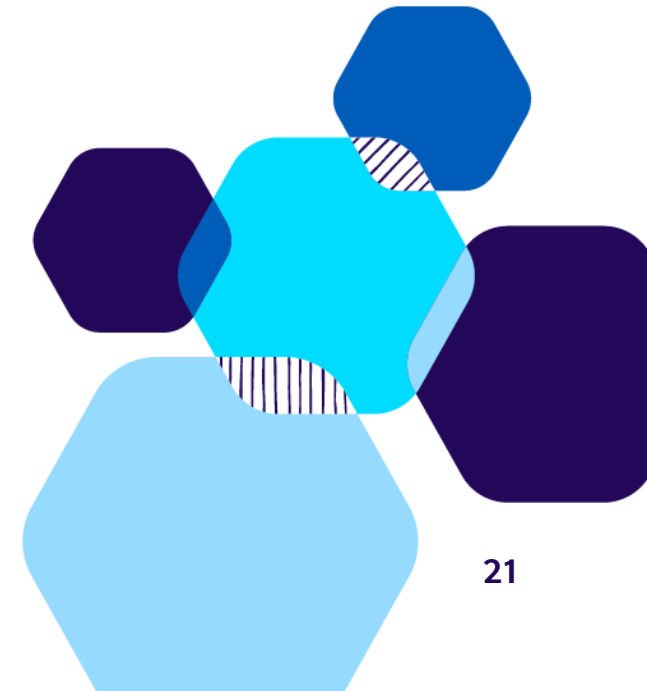
TED talk - reducing dependence on fossil fuels

Activate local actions

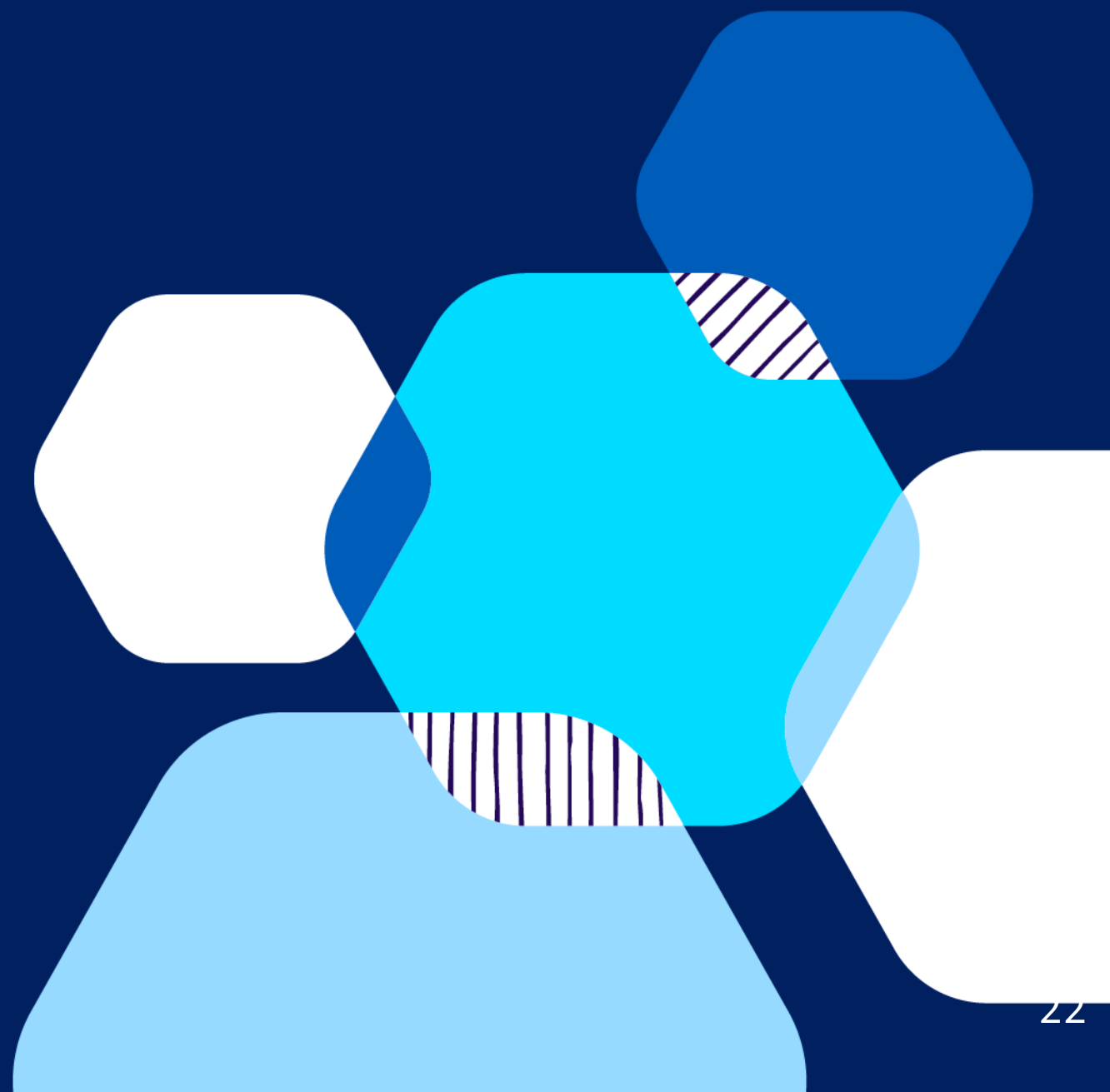


<https://worldslargestlesson.globalgoals.org/wp-content/uploads/2020/08/ENERGY-and-CLIMATE-CHANGE-Lesson-Plan-5.pdf>

www.britishcouncil.org



Next steps





A TO DO LIST FOR THE PLANET

BY: MARGREET DE HEER



THE GLOBAL GOALS
For Sustainable Development

TO DO LIST FOR THE PLANET

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. AFFORDABLE AND CLEAN ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE AND JUSTICE
17. PARTNERSHIPS FOR THE GOALS

THIS LIST WAS MADE BY:
THE UNITED NATIONS
AN INTERNATIONAL ORGANIZATION
THAT COUNTS VIRTUALLY
EVERY COUNTRY IN THE WORLD
AS A MEMBER

WHAT A **GREAT IDEA!** THIS MAKES IT REALLY CLEAR WHAT NEEDS TO BE DONE!

WELL, GOOD LUCK WITH THAT! LET US KNOW WHEN YOU'RE DONE AND WE'LL THROW YOU A PARTY!

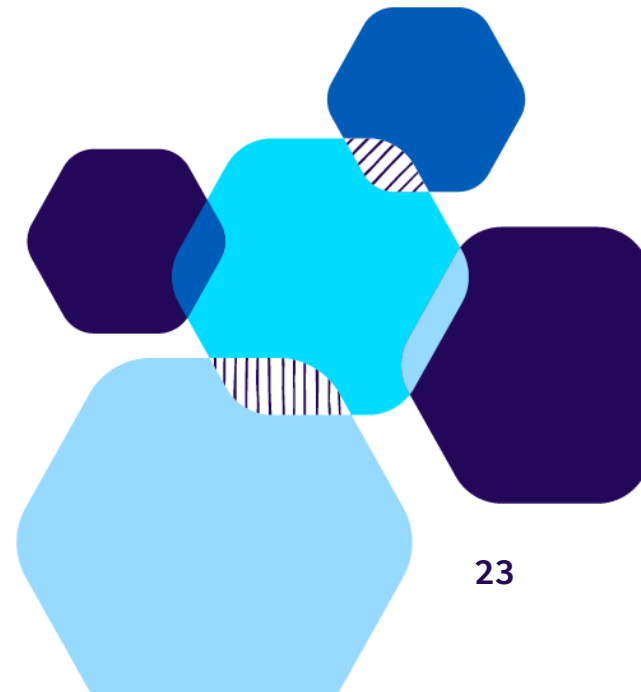
HOLD IT!

YOU ARE ALL PART OF THIS TOO, YOU KNOW!

WE'RE ALL IN THIS **TOGETHER!**

COMICS UNITING NATIONS

What should we do?





WHAT YOU CAN DO!

BY: MARGREET DE HEER



THE GLOBAL GOALS
For Sustainable Development

BUT WHAT CAN WE DO?

WE ARE NOT IN GOVERNMENT OR ANYTHING...

THE MOST IMPORTANT THING IS THAT WE ALL GET ON THE SAME PAGE!
HERE'S WHAT YOU CAN DO:



1. THINK ABOUT IT



2. TALK ABOUT IT



3. DREAM ABOUT IT



4. WRITE ABOUT IT



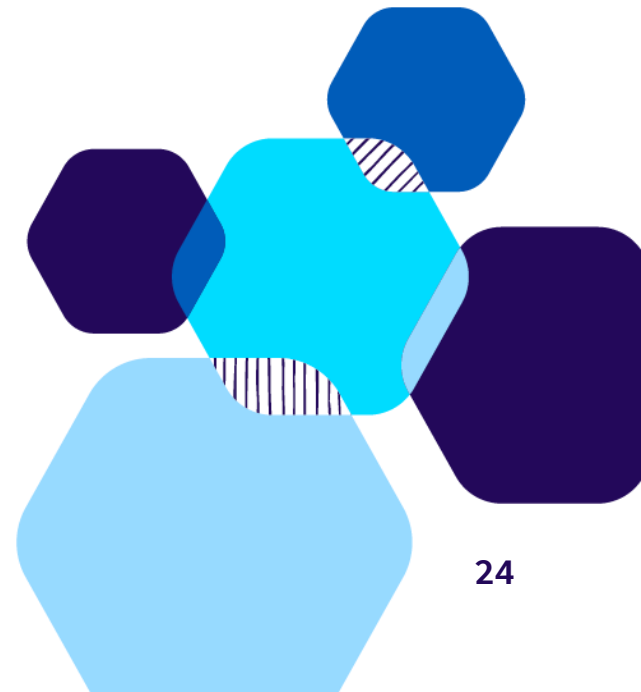
5. MAKE ART ABOUT IT



6. ACT ON IT



What can we do?



Actionable measures for teachers

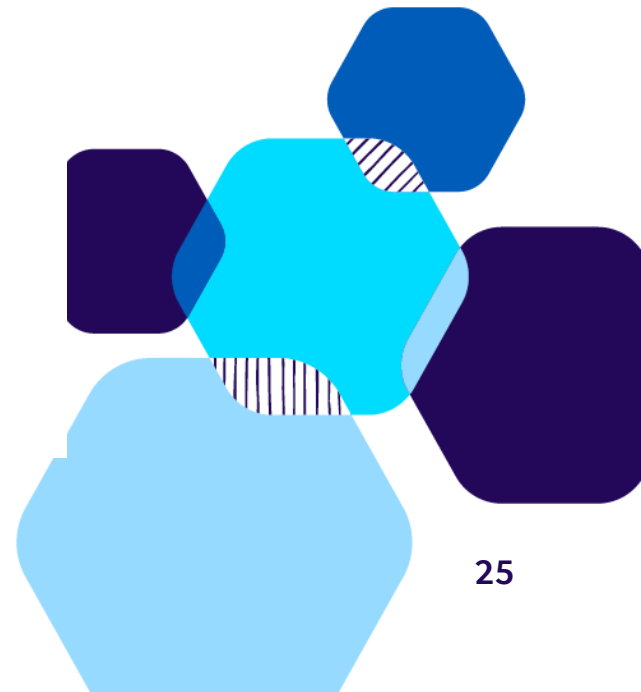
Support gender equality and equal decision-making for boys and girls

Ask essential questions which stimulate critical thinking and problem-solving

Use multi-lingual approaches to promote empathy and rapport

Encourage learners to develop inter-cultural friendships to raise awareness

Share your skills and knowledge with professional and other communities of practice



Actionable measures for learners

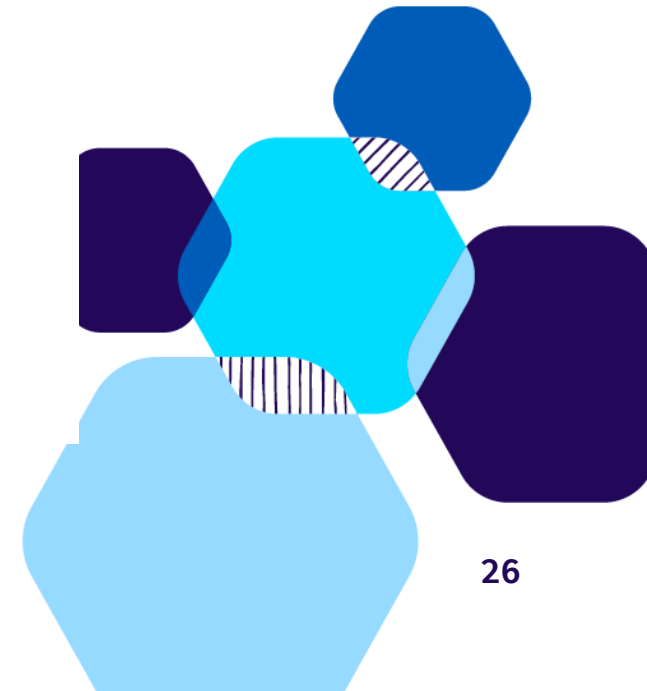
Buy local
Eat local
Encourage fair trade products

Go paperless
Compost food scraps
Fix leaks at home
Use public transport

Use energy-efficient lights and gadgets;
Recycle electronic gadgets

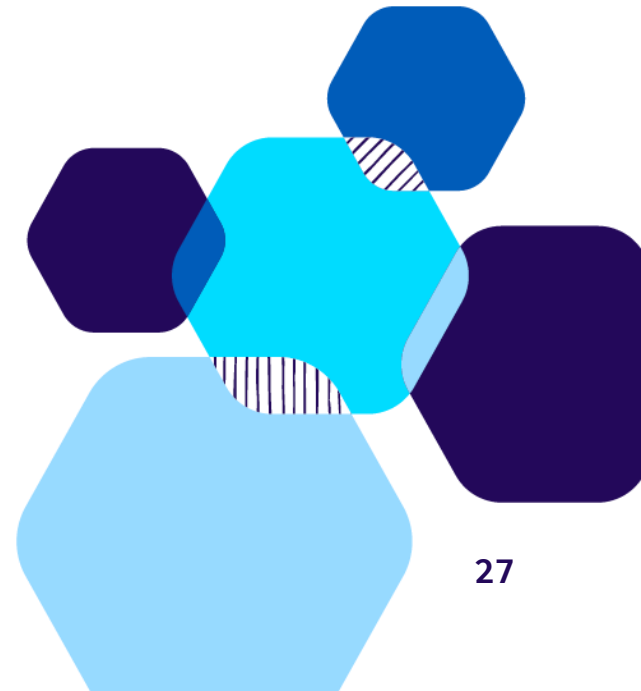
Conduct litter drives in beaches and parks;
Avoid using plastic

Avoid wasting food;
Only buy products that you need



The Future of English – Global Perspectives

[Future of English | British Council](https://www.britishcouncil.org/future-of-english)



Reflection

- In the context of the SDGs we have looked at so far, which ones are you most likely to adapt to your classroom? Why?
- How effectively can you help learners practise these principles in their school, home and community?

Credits and sources

<https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>

<https://worldslargestlesson.globalgoals.org/> - World's Largest Lesson

<https://worldslargestlesson.globalgoals.org/wp-content/uploads/2020/08/ENERGY-and-CLIMATE-CHANGE-Lesson-Plan-5.pdf>

<https://niti.gov.in/sdg-india-index>

<https://ncert.nic.in/textbook.php?gess3=4-8> – (Class 7 Social Science)

<https://ncert.nic.in/textbook.php?ceap1=6-24> - (Class 3 Environmental Studies)

<https://ncert.nic.in/textbook.php?kesy2=2-5> – (Class 11 Sociology)

<https://ncert.nic.in/textbook.php?gehc1=5-8> – (Class 7 English)

Credits and sources

<https://www.un.org/sustainabledevelopment/news/communications-material/>

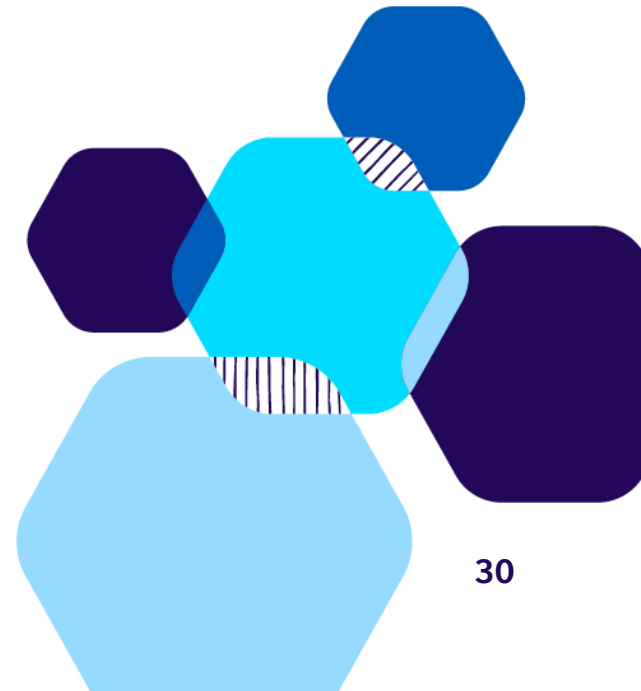
<https://www.teachingenglish.org.uk/en/teaching-resources/teaching-primary/lesson-plans/level-2/peacemakers-and-peace-breakers> - Primary learners lesson plan

<https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans/intermediate-b1/what-enough> - Teens lesson plan

https://catalogue.unccd.int/1200_GlobalGoalsComic.pdf

<https://india.un.org/en/sdgs> - SDGs in India

<https://www.un.org/en/desa/sdg-blog> - UN Blog on SDGs



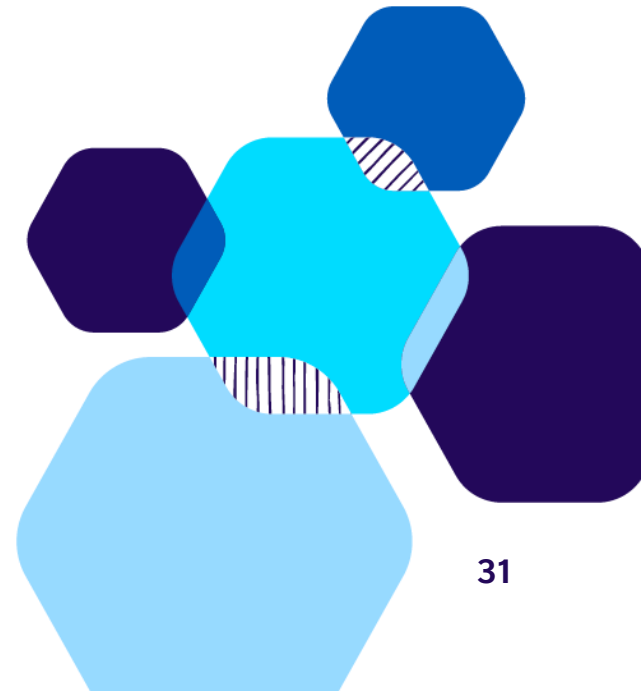
Resources for further reading

<https://www.britishcouncil.org/climate-connection/get-involved/action-language-education>

<https://www.youtube.com/watch?v=LFTm9ffTsL0> – Carol Read -How to Empower Learners through the Sustainable Development Goals

<https://youtu.be/RpqVmvMCmp0> - We the People - video for the Global Goals

<https://www.thehindu.com/news/international/india-registers-remarkable-reduction-in-poverty-with-415-million-people-coming-out-of-it-in-15-years-united-nations/article67066698.ece>



Resources for further reading

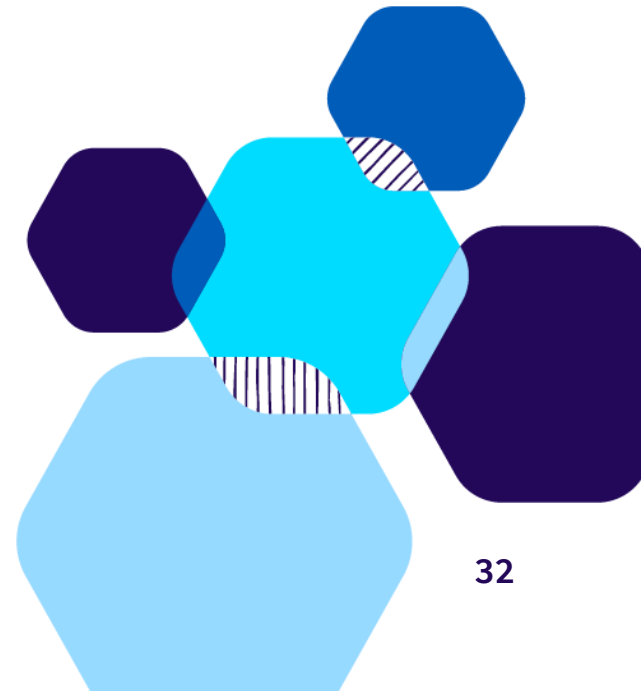
Overview on all the goals:

<https://worldslargestlesson.globalgoals.org/wp-content/uploads/2020/08/WLL-India-SDGs-Overview.pdf>

http://cdn.worldslargestlesson.globalgoals.org/2016/05/The-World-We-Want-Double-Page-Booklet-style_HiRes_English.pdf

<https://worldslargestlesson.globalgoals.org/wp-content/uploads/2020/08/All-in-one-for-teachers.pdf>

https://www.edutopia.org/article/teaching-about-sustainable-development-goals?utm_content=linkpos6&utm_source=edu-newsletter&utm_medium=email&utm_campaign=weekly-2023-07-05



Thank you

“We cannot solve our problems with the same thinking we used when we created them”

Albert Einstein