

Detailed briefing guide for use with SDG music video

45 – 60 minutes range

1. INTRODUCTION: Dreams and goals	5-10 min
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- a. Facilitator writes current year onto board
- b. Ask “What are the world’s problems today?”
- c. Facilitator puts up heading: “world problems” under current year
- d. Write up responses underneath/around the heading
- e. Display heading, “2030”
- f. Ask “How old will you be in 2030?”
- g. What do you hope your life will be like in 2030?
- h. What would you like the world to be like in 2030?
- i. Display heading “world’s problems”
- j. Ask, “What do you imagine the world’s problems might be in 2030? In what way do they differ from today’s problems? Are they connected to today’s problems?”
- k. Which problems would you hope would be solved by then?
- l. These are our goals to help us get from the problems here in 2016-17 to solutions in 2030.
- m. Explain that world leaders too have thought about the future, and what they want the world to be like. Like you, they also have goals for the world that they want achieved or reached by 2030.

2. BRIEF INTRODUCTION of SDGs and UN: CONTEXT.	3 min
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- a. In September 2015, Heads of State and Government and High Representatives met at the United Nations Headquarters in New York and decided on new global goals. They called these goals “Sustainable Development Goals” or SDGs for short.
- b. Display label: “Sustainable Development Goals (SDGs)”.
- c. Check that students understand the term “sustainable development”. If students are unsure of the meaning, ask and see if students can educate

each other. If not, provide a definition of sustainable development and an example. As definition the following could be used: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." A good example of sustainability is to explain that deciding to cut down all forests to make land for farming to help the economy would not be a sustainable or lasting solution to economic growth. In the long term this action would destroy biodiversity, worsen the effects of climate change and in the end incur huge financial costs. Sustainable solutions are not one-time quick fixes, but involve implementing change that brings about long-lasting and positive solutions that do not negatively impact other Sustainable Development Goals.

- d. The countries aim to work tirelessly to achieve these goals by 2030.
- e. 2015 was not the first time countries had met to discuss what to do for a better future. 15 years before, in 2000, the UN agreed on 8 Millennium Development Goals which had a deadline of 2015 and produced the most successful anti-poverty movement in history. The SDGs build on, and go beyond, the successes of the Millennium Development Goals.

f. What are these goals?

- g. Refer students **to SDGs chart** and mention all goals:
- h. The United Nations resolved to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources. We resolve also to create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities
- i. How to achieve the SDGs is guided by the purposes and principles of the Charter of the United Nations, including full respect for international law. What is the Charter of the United Nations? Brief description.

3. Show SDG music video

3-5 min

- a. Ask students what stood out or surprised them
- b. Write responses on board

4. Universal, inclusive, and indivisible goals to transform the world

10 min

- a. Hand out worksheet to students.
- b. Ask students to draw a random line between two goals on side A of the worksheet.
- c. Ask how those goals are connected – let students discuss amongst themselves
- d. Explain the interconnected nature of the SDGs:
 - While some goals may seem more relevant to some than others, it is important to note that all goals are equally important to the world and are all connected. For example– eliminating hunger is not possible if there is poverty.
 - Quality Education (SDG goal 4) is necessary to help end poverty and empower individuals economically and allow people to have adequate amounts of food. However Quality Education in itself is not possible if innovation and resilient Infrastructure are missing or if inequalities persist.
 - Using another example, it is not sustainable to create Decent Work and Economic Growth (SDG goal 8) without considering Climate Action (SDG goal 13) and Life on Land (SDG goal 15). One cannot simply cut down forests for the sole purpose of creating jobs and stimulating economic opportunities.
- e. State the terms being used - “**Universal, inclusive, and indivisible goals to transform the world**”. (Possibly put these terms onto the wall/board). Check that students understand these. Allow students to provide answers among themselves. Be very clear about the terms: “inclusive” (all people), “indivisible” (all goals), “universal” (all countries).
 - “Indivisible” and “universal” we have seen in 4c.

- To explain “to transform”, remind students to think of life in 2030. As discussed in 1c-k, for things to get better in the world, there must be things that change. And when things change, people change and their lives change.

5. Explain SDGs in more detail.	5-10 min
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Provide background information to fill in gaps. For more in depth information:

www.un.org/sustainabledevelopment

<https://sustainabledevelopment.un.org/post2015/transformingourworld>

6. Watch video again but listen for the refrain	10 min
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- Ask if students noticed anything else that stood out for them in the second viewing of the video.
- Look at Question B1.
 - Discuss with students what the line means, “Whatever bed we make, we going to have to lie in it.” [The expression means, that choices have consequences for us all. Each of the decisions we humans make will affect us. Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
 - Reinforce refrain to the terms “indivisible” (all goals) and “inclusive” (all people).

7. Universality**5-10 min**

- a. Explain that all countries have signed on to the SDGs.

“This Agenda has been accepted by all countries and is applicable to all, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. These are universal goals and targets which involve the entire world, developed and developing countries alike.”

- b. Explain potential differences of goal meanings depending on circumstances.

- For example, Good Health and Well-being (SDG 3) for some places of the world may include a focus on combatting In other parts of the world Good Health and Well-being can include a focus on combatting obesity. In some places there will be a focus on both.
- Another example may be in regards to Clean Water and Sanitation (SDG 6); in some parts of the world gaining access to water may involve miles of walking in the morning or not having access to toilets, while in other parts of the world this goal may have more to do with pollution or wasting of water.

- c. Let students discuss question B2 and B3.

8. All accountable, all responsible: Implementing the SDGs**3-5 min**

- a. Refer students to question B4. Let students discuss and share their responses.
- b. Students to write down on worksheet, and share goals
- c. Distribute “Why the goals matter” backgrounders upon conclusion of lesson: <https://trello.com/b/NKZYxTsa/the-sustainable-development-goals-17-goals-to-transform-our-world>

Frequently Asked Questions:

These are potential questions that may come up during your lesson briefing. We have provided some suggested answers for your assistance.

Q: Are the Sustainable Development Goals ordered by ranking of importance?

A: No, the order does not determine a ranking of goals.

Q: Why is equality and resources for marginalized groups not included as a global goal?

A: Goal 10 on Inequalities actually addresses the plight of marginalized groups and calls attention to the need for these groups to gain access to health, education and other assets. In fact, all 17 goals are about ensuring that no one is left behind as we work towards ending poverty, addressing inequalities and tackling climate change.

Q: What were the Millennium Development Goals?

A: The Millennium Development Goals were global goals set out by the United Nations in the year 2000 to address issues of poverty, education, gender inequality, child mortality, maternal health, diseases, environmental sustainability, and global partnership for development by the year 2015. These goals have helped to halve poverty, reduced the spread of HIV/AIDs and provided universal primary education. For more information please refer to the link provided:
<http://www.un.org/millenniumgoals/>

Activities for groups with extra time beyond an hour

- Show how students' home country is doing now (website link)
- Discuss the handout, "Why the goals matter" 2-pagers given upon conclusion of lesson: <https://trello.com/b/NKZYxTsa/the-sustainable-development-goals-17-goals-to-transform-our-world>
- Create Slogans to educate about SDGs: The United Nations uses "interconnected, inclusive, transformative" to describe the Sustainable Development Goals. Come up with your own slogan to describe succinctly the Sustainable Development Goals.
- In the chorus, the Hip Hop artists had come up with the refrain,
*"17 sustainable development goals
To improve life all around the globe.
Protecting human health and the environment".*
Create your own refrain using goals that you think are important.
- Design a social media campaign to bring about awareness of the SDGs.
- Have a writing or debating competition on the topic, "who can make the most convincing argument that the SDGs are peace building goals."
- Draw and colour pictures of what you hope 2030 will look like if the SDGs are successful. Create a classroom gallery by putting your pictures up along class walls.

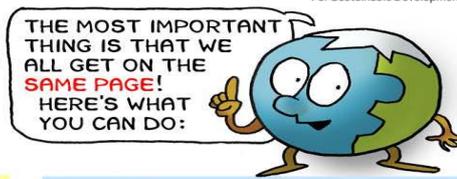


WHAT YOU CAN DO!

BY: MARGREET DE HEER



THE GLOBAL GOALS
For Sustainable Development



Make a comic strip of what you can do to implement the SDGs similar to the Global Goals comic –

<http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet-Page-19-Image-0001.jpg>