

The background of the entire page is a photograph of a hiker with a large tan backpack walking up a set of stone steps. The hiker is seen from behind, wearing a light blue t-shirt and dark shorts. In the distance, a waterfall cascades down a rocky cliff, surrounded by dense green foliage. Sunlight filters through the trees, creating a misty atmosphere. In the foreground, a wooden railing is visible, and other people can be seen in the distance. The overall scene is one of nature and outdoor activity.

Globalize Your Classroom

UN Sustainable Development Goals
Curriculum Series

A teal-colored triangle graphic is located in the bottom right corner of the page, pointing towards the top right.

Welcome!

Welcome to Insight Global Education's curriculum series on the UN Sustainable Development Goals (SDGs). In this series of 18 lessons, you'll learn how to Globalize Your Classroom through immersive, simulation-based activities and thought provoking discussions. Students will gain valuable leadership skills while learning how to bring a global mindset to their local actions. These lessons have been carefully curated with relevant local and international case studies and examples for a global learning experience in your school.

Teachers and students today are incredibly adaptable, which is why many of these lessons have been developed with options compatible with virtual learning, individual student inquiry, and group exploration.

Topics covered in these lessons can be challenging to teach. Recognizing this, Insight Global Education invites you to reach out to our team for 1:1 support. Our knowledgeable staff is made up of international development graduates and teachers, ready to help you bring this content to your students.

Reach out to us here:

604-360-5284

CRAIG@INSIGHTGLOBALEDUCATION.COM

About the Authors

At Insight Global Education, we challenge students to think differently.

Everything that we do, be it at home or abroad, is based on experiential learning pedagogy. We empower students to become global citizens through immersive learning experiences. Our 18 unit “Sustainable Development Goals” resource pack includes unit guidelines, lesson plans, handouts and more, all dedicated to enriching global learning experiences for your students. The content we have developed is made up of our experience in the field, our research about global issues, and our comprehension of what’s going on in our ever-changing world. We believe these units provide compelling learning experiences for your students, allowing them to dive deeper into some of the most complex global issues facing our planet today.

Abroad, Insight delivers high impact experiences for young people...

Learn about sustainability from experts in the Ecuadorian Amazon or Indigenous Communities in Canada’s Yukon territory. Our student travel experiences are customized for each group to address selected program themes and curriculum outcomes. All of our programs include engaging with community based projects, participating in dialogue with local change makers, and questioning existing norms. This diverse approach to educational travel allows students to develop a holistic understanding of the global issues we explore.

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SDG Curriculum Lesson Summary

Introduction Lesson

Introduction Lesson: Through comparing the MDGs and SDGs, students will think critically about each of the goals and assess how these goals are related to one another. Students will also evaluate if these goals are achievable goals for 2030.

1 No Poverty

Goal 1: Unpack some of the theory behind poverty traps and the unique challenges that can lead to urban and rural poverty within Canada and the rest of the world. The interactive component of this lesson will help students build financial literacy as they create a household budget.

2 Zero Hunger

Goal 2: Explore some of the challenges that are faced in mitigating world hunger and feeding the future 9 Billion global population. Students will represent 10 countries in an global trade simulation, where they will work together and trade resources in an attempt to feed their population and avoid food waste.

3 Good Health & Well-being

Goal 3: Guide your students as they explore how health is influenced by the social, physical and economic circumstances that we live, work and are born into (also known as the social determinants of health). By participating in an interactive dice-rolling game, students will be able to uncover common health pathways and challenges to living a healthy life.

4 Quality Education

Goal 4: Dive into an exploration of the common barriers to education through this reflection-based activity. Students will explore the importance of education along with the short term and long term benefits of education for people around the world.

5 Gender Equality

Goal 5: Explore how gender inequities are experienced around the world through this game of life featuring fact-based scenario cards. Students will uncover forms of gender discrimination and biases that are present in communities around the world, as well as in Canada.

6 Clean Water & Sanitation

Goal 6: Using a human rights lens, students will unpack clean water and sanitation through a student-led inquiry-based research activity. Students will explore common barriers to accessing clean water and sanitation across the world and in Canada with a focus on Canadian Indigenous communities.

7 Affordable & Clean Energy

Goal 7: Learn about the pros and cons of various forms of renewable energy through guided research and debate with fellow students. In this lesson students will represent various stakeholders pitching a clean energy plan for an imaginary country, "Country X."

8 Decent Work & Economic Growth

Goal 8: Learn about issues of forced labour that persist in today's world, as well as some of the steps that the international community is taking to solve these issues. This lesson will also introduce students to the challenges faced by the world's migrant worker population, with a particular focus on women migrant workers and migrant workers within Canada.

SDG Curriculum Lesson Summary

9 Industry, Innovation, & Infrastructure

Goal 9: Unpack what it means to build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. In this decision-based activity, students will consider the needs of their city to ensure community health and safety with limited resources.

10 Reduced Inequalities

Goal 10: Explore how inequalities impact various aspects of life through the lens of a hypothetical job search. Students will learn about inequalities faced in the world today, and discover ways to reduce them by comparing equity and equality.

11 Sustainable Cities & Communities

Goal 11: Dive into the concepts of urbanization and sustainability and discover various ideologies for what makes a sustainable city. By designing their own ideal city, as well as using online resources to compare and contrast various global cities, students will explore “People, Profit, and Planet” as factors of sustainability.

12 Responsible Consumption & Production

Goal 12: Uncover surprising information about production chains of everyday items through an engaging “Price is Right” activity. By breaking down the cost of locally made and internationally made products, students will gain perspective on the impact of their purchases and how they can make a difference by voting with their dollars.

13 Climate Action

Goal 13: Get to the root causes of climate change by exploring how students everyday actions contribute to their carbon footprint. Students will gain perspective on the actions they can take to reduce their environmental impact and promote conservation.

14 Life Below Water

Goal 14: Examine the challenges of working in a natural resource industry in an interactive simulation based on Canadian Fisheries. Students will compete to create the most profitable business in fishing or aquaculture leading into a reflection about overfishing, aquatic sustainability, and the tragedy of the commons.

15 Life On Land

Goal 15: Challenge your students to balance profits and conservation in this forestry management simulation. This decision-based activity built from a case study of the Amazon rainforest will guide students to reflect on the intrinsic and extrinsic value of land-based natural resources.

16 Peace, Justice & Strong Institutions

Goal 16: Understand the difference between “positive peace” and “negative peace”, and discover some indicators for how the global community measures peace. Students will also explore the role of strong institutions, civil society and citizen action in maintaining a peaceful, just society.

17 Partnerships for the Goals

Goal 17: Evaluate, assess and prioritize the SDGs in this interactive Model UN simulation. Role playing 14 different countries, students will work together to write new policies that achieve their country specific goals, highlighting the importance of collaboration and partnership in achieving the SDGs.



1

Introduction
Lesson

Lesson: Introduction to the Sustainable Development Goals

Introducing the UN's 17 Goals,
to be achieved by 2030

Lesson Overview | Introduction to the SDGs

Lesson Description

The UN created the Sustainable Development Goals (SDGs) in 2015, following the expiration of the Millennium Development Goals (MDGs). These seventeen goals were developed to improve the lives of people and the planet by 2030. Both the MDGs and the SDGs reflect current global challenges and outline potential solutions to solving these problems. In this lesson, students will think critically about each of the goals and assess how these goals are related to one another, as well as evaluate if these are achievable goals for 2030.

Guiding Questions:

1. What are the ‘Sustainable Development Goals’? What is the role of the UN?
2. How do the Sustainable Development Goals differ from the Millennium Development Goals?
3. Are the Sustainable Development Goals realistic/achievable?

Learning Goals:

1. Students are able to compare and contrast the Sustainable Development Goals with the Millennium Development Goals
2. Students are able to identify relationships between the SDGs.
3. Students able able to evaluate and assess progress/ achievability of the SDGs
4. Students are able to formulate arguments in support of the different SDGs

Materials:

- A white board, black board or flip chart paper
- A powerpoint projector that can display video with sound
- Introduction to Sustainable Development [Powerpoint](#)
- Student Handouts: (Printed version or digital version on computers)
 - [Intro to the Sustainable Development Goals](#)
 - [Comparing the MDGs and SDGs](#)
- Activity Cards: (Printed version or digital version on computers)
 - [SDG Foldable Cards](#) (Goals and Targets)

Subjects:

- Social Studies (Geography, Human Geography, History, Law)
- Civics and Careers / Career Education
- Oral Communication/ Debate
- Social Justice

Action Plan:

Minds On: Hook (20 - 30 Minutes)

Intended to activate prior knowledge, this Minds On activity will allow students to share what they already know about Sustainability and Development while introducing the Sustainable Development Goals and their author, the United Nations.

Brainstorm and Define (5 mins)

- Development
- Sustainability
- The United Nations

Note: This brainstorm can be done individually or in small groups. Before students begin, provide some examples for each to begin the brainstorming process together. Ex: Development might make you think about things improving or new housing being built in an underserved community. Sustainability might make you think about things being 'green' or 'zero-waste'.

Watch the Video: ["We the People" for the Goals](#) [Watch full 3 mins]
(For fun you might ask students if they recognized anyone from this video!)

Discussion Questions (5 mins)

- Have you heard about the Sustainable Development Goals before?
- What do you already know?
- Do you think these goals sound achievable? Why/ Why not?

Hand-out: [MDGs vs. SDGs Worksheet](#) (5 -10 mins)

- Independently or in groups, have students review the list of SDGs vs. MDGs

Discussion Questions (5 mins)

- What did you notice comparing these goals?
- How are they similar or different?
- What does this say about the progress that is being made on these initiatives?

Teachers may want to highlight: MDGs were developed in 2000 with the goal to be complete by 2015. Did the world accomplish this goal? Many of the MDG and SDG goals are similar and still being worked on. One of the biggest differences is the number of environmental initiatives that have been unpacked in the SDGs. Why do you think there has been a rise in environmental concern?

Hands On: Analyze & Explore (30 - 40 Minutes)

In this activity, students will be ranking and analyzing the interconnected nature of the SDGs. Students can work individually or in pairs, but must each be assigned to one of the 17 goals. In activity #1 (Ranking the Goals) students working on the same goal will work together, however, in activity #2 (Triangles), each student will need to think independently.

Hands On: Analyze & Explore (continued)

Activity #1: Ranking the Goals (15 - 20 mins)

1. Assign each individual student (or pair of students) one [SDG Foldable Card](#). These can be folded and arranged on a table or other flat surface, or arranged on a board with magnets/tape. For online compatibility, arrange moveable icons on powerpoint slide.
2. Give students 5 - 7 minutes to review the targets listed on the back of each card. They may use this time to ask any clarifying questions about the targets to their group mates and teacher. They may also need to use a dictionary or do some research on the [UN website](#).
3. Each student will have 30 seconds to present the importance of their goal to the group. They must then place their goal on a line from Most Important to Least Important compared with the other goals.
4. Once each team has had a turn, allow students to suggest adjustments to the order selected. (Ex: I think goal _____ belongs ahead of goal _____ because...)
5. Allow order adjustments to continue for 5-10 minutes. The teacher will adjudicate a vote if students in the class cannot agree on an order.

Reflection Questions:

- How did you evaluate each goal?
- Did everyone agree to the order at the end of the activity? Why / Why not?
- What might this represent in real life?

Teachers may want to highlight: *It is suggested that you give students a time limit so that they are motivated to make suggestions quickly. At the end, you may want to highlight that Nations and charitable organizations often have limited resources and need to prioritize initiatives as demonstrated in this activity. Some goals are able to attract more public attention and as a result are better funded.*

Activity #2: Triangles with the SDGs (15 - 20 mins)

Option 1: If large open space is available (ex: gymnasium)

1. Assign each individual student one SDG card.
2. Have students stand in a circle in an open space. Students must hold their card with the goal facing the group and their targets facing themselves.

Note: There are only 17 goals so you may need to print more than one copy of each goal. You can assign two people the same goal but it is important that each student have their own goal page. If there are more than 30 students you may consider running the activity with two circles.

3. Instruct each goal to pick two goals that are most directly related to the success of their goal- these will be called partner goals. (Ex: students can argue that "No Poverty" is most directly linked to "Decent Work and Economic growth" because earning a living wage is important for getting out of poverty.) Students should keep their choices secret at this point.
4. Once each individual or pair has picked the two partner goals, tell students to move in order to form an equilateral triangle with their partner goals.
5. Once students have moved into place, read out one of the scenarios below or create your own that force one goal to move at a time.

Hands On: Analyze & Explore (continued)

Examples Continued:

- *Goal # 2: Zero Hunger take 4 steps backwards. Crops failed in South America causing a widespread famine.*
- *Goal #3: Good Health and Wellbeing take 4 steps forward. Mental health is now receiving significant funding across Europe.*
- *Goal #5: Gender Equality take 2 steps forward. Formal education for all children (all genders and all abilities) is made mandatory in a new country.*
- *Goal #9: Industry and Infrastructure take 2 steps backwards. An earthquake in Mexico has destroyed many buildings, including new sustainable city developments.*
- *Goal #13: Climate Action take 5 steps forward. New Green Energy Regulation has been passed.*
- *Goal #14: Life below Water take 4 steps backwards. A massive oil spill off the Gulf of Mexico has destroyed many coastal ecosystems in the region.*
- *Goal # 17: Peace, Justice... take 3 steps backwards. Conflict has broken out in Kashmir.*

6. After each scenario, give students a moment or two to adjust in the event their 'partner goals' have moved. Once students have adjusted back into an equilateral triangle with their partner goals, read another scenario.
7. Continue for 5-10 minutes reminding students to keep track of their partner goals.
8. Conclude by having students guess which goals were related to them and revealing to the rest of the group which goals they selected at their partner goals.

Note: The intention behind keeping partner goal choices secret until the end of the game is to encourage the idea that all goals are interconnected, and progress/change to one goal may have unexpected impacts on others. This game will be active and potentially messy at times - please remind students to remain focused on their chosen partner goals.

Option 2: Online or in a classroom

1. Assign each student (or pair) one SDG.
2. Instruct students to review all the goals and select two goals that are most directly related to the targets and success of their SDG.
3. On their handout, have students draw two lines connecting their goal with their 'partner goals'.
4. Once everyone has finished have students guess who they think was related to them before revealing who they had selected as their partner goals.
5. All students can record the variety of connections on their handout. This should result in the connections forming a web.

Teachers may want to highlight: Remind students that there are no right or wrong answers. They must select the partner goals that they think relate more, but each student might identify different connections.

Consolidation: Reflect & Connect (15 - 20 Minutes)

On the handout, ensure students have mapped connections between the goals and can explain each connection. Students are encouraged to think creatively about the ways different goals connect.

Reflection Questions:

1. Were you surprised by any of the connections between the goals?
2. Are there any other goals that you think might have a direct (or indirect) impact on the success of your goal?
3. Has this exercise changed your opinion about how achievable these goals are? Why/ Why not?

Extensions for Further Learning:

Check out the pre-COVID assessment of our progress towards the goals on **Page 8** of the the [‘Sustainable Development Goals 2020 Outlook Guide’](#)

Think about it: Other than Goal #4 (Good Health and Wellbeing), which goals do you think COVID has impacted most? Why?

To learn more about the impacts of COVID 19 on each goal, visit [UN.org](https://www.un.org) to read more about the impacts and what is being done in response to COVID-19.

Modifications:

- Strategic grouping/pairing of students will allow for all students to participate in activities.
- Provide a list of Key Vocabulary (listed on the next page) prior to the start of the lesson for students who need more guided support.
- Model brainstorming or do brainstorming together as a class.
- Simplify the text included in the ‘Targets’ on the foldable cards or allow time for students to look up new terms.

Definitions

Development	A broad concept related to initiatives designed to promote growth as it relates to society.
Global Citizenship	Being an engaged and educated member of the global community and taking action that supports and furthers the community's values and practices.
Millennium Development Goals	A set of 8 goals created by the United Nations in 2000 to improve the lives of people and the planet by 2015.
Partnership	The state of being partners and working together collaboratively to achieve a goal.

Definitions (Continued)

Sustainability	Development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.
Sustainable Development Goals	A set of 17 global goals created by the United Nations to improve the lives of people and the planet by 2030.
The United Nations	An international organization formed in 1945 to increase political and economic cooperation among member countries. The organization works on economic and social development programs, improving human rights and reducing global conflicts.

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1
No
Poverty

Lesson: Goal #1

End poverty in all its forms, everywhere.

Lesson Overview | Goal #1: No Poverty

<p>Lesson Description:</p> <p>In this lesson students will begin to understand the theory behind poverty traps and the unique challenges that can lead to both urban and rural poverty within Canada and the rest of the world. This lesson will apply an empathy-based approach to support students in realizing the challenging decisions that people in a state of poverty have to make.</p>	
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What is a poverty trap? What is a poverty cycle? 2. How are they caused and can they be broken? 3. What are some causes of rural and urban poverty? 4. What can community leaders and government policies do to support people living in relative poverty? 	<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. You understand and are able to define various causes of poverty (poverty traps). 2. You are able explain the difference between absolute poverty and relative poverty. 3. You can explain how poverty cycles work and provide suggestions for interventions. 4. You have gained some basic insight and skills in managing a budget. 5. You are able to see how individuals can fall below the poverty line due to life events.
<p>Materials:</p> <ul style="list-style-type: none"> • A powerpoint and projector that can display video with sound • Computers for students/ student groups • Goal 1: Lesson Presentation Powerpoint • Student Handouts: (printed or digital version on computers) <ul style="list-style-type: none"> ◦ Poverty Traps Matching Activity ◦ The Globalist Article: Poverty Traps and Global Development • Activity Resources: <ul style="list-style-type: none"> ◦ Student Guide (one per student group) ◦ Budgeting Tracking Sheet (one per student group) 	
<p>Subjects:</p> <ul style="list-style-type: none"> • Business • Civics and Careers / Career Education • Health and Physical Education • Social Studies (Geography, Human Geography, History, Law) • Oral Communication/ Debate • Social Justice 	

Action Plan:**Minds On: Hook (20 - 30 Minutes)**

In this activity, students will read about various poverty traps with examples from the developing countries. In the matching portion of this exercise, students will relate these poverty traps to real life scenarios from a North American context. This will highlight how poverty traps can affect people in their own country and community.

Instructions:

1. Have students read the article [Poverty Traps and Global Development](#) by Stephen C. Smith. (This can be printed in advance or students can read a digital version on their devices).
2. Distribute the [Poverty Traps Matching Activity](#).
3. Individually or in groups, have students read the scenarios. As per the instructions on the sheet, they will try to match the scenarios with one of the poverty traps outlined in the article.
4. Go through the answers together revealing how these poverty traps could occur in their own communities.

*Note: There are only 5 examples listed so not every number will have a matching scenario.

Answer Guide:

- *Scenario #1: Your school recently got rid of the lunch program ...* Undernutrition and illness traps
- *Scenario #2: You are the one of 5 children in your family....* Mental health traps
- *Scenario #3: You graduate high school and plan to work for a year...* Criminality traps
- *Scenario #4: Your father is diagnosed with cancer...* Family child labor traps
- *Scenario #5: You graduate high school and are considering different jobs...* Low-skill traps

Teachers may want to highlight: These situations might look very different in your community. This is a good time to have students consider the difference between *absolute poverty* (experiences in many developing regions of the world) and *relative poverty* (experiences in most communities in the Global North and Global South). Consider having students evaluate some of the causes of relative poverty in their communities before moving on to the main activity.

Hands On: Analyze & Explore (40 - 50 Minutes)

In this activity, students will be participating in a simulation where they will have to make financial decisions, given a limited income. This will give students insight into decision making of working individuals with considerations around spending on fixed and variable expenses.

Activity: Urban Budgeting Challenge

1. Distribute the [Student Guide](#) for the Urban Budgeting Challenge. Break students into groups of 3-4, and assign each of them a group/household number (between 1-6)).
2. Have students read the overview and rules individually, before reviewing instructions together as a class (See Slide #7, #8 & #9 from the [Powerpoint](#)).

Hands On: Analyze & Explore (continued)

- Have students get into small groups of 2-3 (each group will be one family) and assign them a family profile number from 1 to 10 (*Their family profile can be found on the second page of the Student Guide*).
- Have each group/family input their 'Household Composition on' the [Budget Tracking sheet](#).

Note: At this stage, groups/families will need to decide if they would like to have all adults in the family work or if they would prefer to have a stay-at-home caregiver.

- Have student groups/families complete the Urban Budgeting Challenge sections 1, 2 and 3 to make all their mandatory and optional spending decisions for month #1 (see below).

Note: They will only need to complete the cells highlighted in Orange.

Month 1					
1. EARNINGS & SAVINGS					
Start of Turn Savings		Amount you saved from last turn		\$0.00	
Total Job Earnings per Month		\$1500/salary x # of working adults		\$0.00	
				Total Starting Bank Balance	
2. MANDATORY LIVING EXPENSE					
Item	\$ Amount	Required Units	Input # of Units Needed	Cost	
Rent	Apartment near your work and child's school	\$800.00	Pick 1 per household	Input Selection: 1 or 0	#VALUE!
	Basement Rental outside the city far from work	\$500.00		Input Selection: 1 or 0	#VALUE!
Transport	Car Payment & Insurance	\$250.00	Pick 1 per household	Input Selection: 1 or 0	#VALUE!
	Bus Passes	\$150.00		Input Selection: 1 or 0	#VALUE!
Food	Healthy diet	\$100.00		Input Selection: # of family members or 0	#VALUE!
	Mixed diet	\$70.00	Pick 1 per family member	Input Selection: # of family members or 0	#VALUE!
	Unhealthy diet	\$50.00		Input Selection: # of family members or 0	#VALUE!
Basic Needs	Variety of Self-care products	\$15.00		Input Selection: # of family members or 0	#VALUE!
	Basic Toiletries	\$5.00	Pick 1 per family member	Input Selection: # of family members or 0	#VALUE!
3. OPTIONAL LIVING EXPENSES					
Item	\$ Amount	Optional Units	Input # of Units Purchased	Cost	
Childcare	Daycare	\$400.00	1 per child if there is no Stay-at-Home Caregiver (otherwise optional)	Input Selection: # of children or 0	#VALUE!
	Afterschool Program (sports, music lessons, etc)	\$100.00		Input Selection: # of children or 0	#VALUE!
Household Expenses	Family Insurance	\$200.00	Optional (1 unit per household)	Input Selection: 1 or 0	#VALUE!
	Internet/ Cable TV	\$150.00		Input Selection: 1 or 0	#VALUE!
Individual Expenses	Clothing	\$30.00		Input Selection: # of family members or 0	#VALUE!
	Cell phone	\$60.00	Optional (1 unit per person)	Input Selection: # of family members or 0	#VALUE!
	Gym or Sports team membership	\$50.00		Input Selection: # of family members or 0	#VALUE!
				Total Monthly Spending	
				#VALUE!	

- When each family has finalized their decisions, allow students to pick an event card number (found on slide 11). Click on this number to read the full event card.

Note: Make sure that each event card is only used once!

- Have students put the result of the event card into their table in section #4. (See below)

4. EVENT CARD			
Event Card	Additional Unforeseen Expenses	Result of the event card (include both loss and gain as positive numbers)	Input Total Loss or 0 Input Total Gain or 0

- Repeat this each round for up to 12 months (Each month is located in a different tab)
- After the final month or turn, have the students turn to the second tab, 'Summary of Spending' to reflect on their decisions.

Consolidation: Reflect & Connect (15 - 20 Minutes)

Reflection Questions (5 mins)

- What was your bank balance at the end of the game?
- What was the most difficult part of this exercise?
- Was your family on or close to the poverty line? When you had little or no savings, how was your decision making impacted?

- How does this activity relate to what you know about ‘poverty traps’ or the ‘poverty cycle’?
- Did this exercise challenge any stereotypes/assumptions that you had about poverty or people experiencing poverty?

Teacher may want to highlight: Classes that are prepared to look deeper into the final discussion questions around stereotypes and assumptions we have about people in poverty can continue this learning with the optional extension by Mia Birdsong.

Extensions for Further Learning:

Watch the Video:
[‘The Story We Tell About Poverty Isn’t True’](#)
 by Mia Birdsong [Full video is 15:13]

Discussion Questions (10 mins)

- She says that communities are “broke, but not broken”. What does she mean by this?
- In her speech, she outlines a range of thoughts that society has about people in poverty. What other assumptions might society have about people in poverty? Why are these assumptions dangerous?
- What can we do to ‘elevate the voices of the poor and unheard’?

Modifications:

- Strategic grouping/pairing of students will allow for all students to participate in activities.
- Provide a list of Key Vocabulary (listed on the next page) prior to the start of the lesson for students who need more guided support.
- Have articles available one day before lesson and encourage students that might need extra time to read ahead of time.
- When watching videos in class, add subtitles or watch at a reduced speed to support language learners.

Definitions

Absolute poverty	Level of absolute poverty measured in terms of basic necessities for survival, the amount of money you need to live (buy food, clothing shelter \$1.25 a day)
Poverty Cycle	A set of factors or events by which poverty, once started, is likely to continue unless there is an outside intervention.
Poverty Line	The estimated minimum level of income to secure the necessities of life.
Poverty Trap	Various situations or barriers which make it difficult for people to escape from poverty.
Relative poverty	How relatively poor is a segment population in comparison to the average income to reach living standards.

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**2**Zero
Hunger

Lesson: Goal #2

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Lesson Overview | Goal #2

Lesson Description:

Our world grows enough food to feed every human 2700 calories a day, however, approximately 690 million people still go hungry each year. Food insecurity and undernutrition are issues that are further complicated by poverty, climate change, and international trade. As the global population continues to grow, countries around the world must consider how we can work together to feed 9 billion people (the projected world population by 2050). This lesson will focus on the various challenges of feeding 9 billion, and explores some potential strategies for moving towards achieving goal 2, Zero Hunger.

Guiding Questions:

1. What is food insecurity, undernutrition, and overnutrition?
2. What are some of the challenges in feeding 9 billion?
3. What are some strategies that may help the world in feeding 9 billion?

Learning Goals:

1. Students can define food security, overnutrition and undernutrition.
2. Students can identify various challenges in feeding 9 billion.
3. Students can name various global barriers in food distribution.
4. Students can list 2-3 strategies that could be effective in feeding 9 billion.

Materials:

- A projector that can display video with sound
- [Goal 2 Powerpoint](#)
- Access to computers or tablets with internet connection
- Activity 1:
 - [Teacher Outline Document](#)
 - [Country Instruction Manuals](#)
 - Trade Tracking Score Sheet: [Print Out](#) or [Online Compatible](#)
- Article hand out (printed or distributed electronically): [Feeding 9 Billion - National Geographic](#)

Subjects:

This lesson will be well-suited for:

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Social Studies (Geography, Human Geography, History, Law) ● Business & Economics ● Science ● Global Issues | <ul style="list-style-type: none"> ● Leadership ● Civics and Careers / Career Education ● Food & Home Economics ● Social Justice |
|---|--|

Action Plan:**Minds On: Hook (15 Mins)**

In groups, ask the students to create their own definitions of the following terms:

1. Malnutrition
2. Undernutrition
3. Overnutrition
4. Food Security

Then, display and read the term's full definitions (included on the powerpoint and on Activity 2 instruction manuals.)

Hands On: Analyze & Explore (45-60 Mins)

In this simulation, called "*The Global Food Market*," student groups will represent various countries in a hypothetical global food market. Use the [Teacher Resource Outline](#) to follow along while leading the activity.

Objective: The objective of the game is to adequately feed your entire country. To do this, you must trade with other countries to acquire at least one unit of each nutrient for each citizen.

Instructions:

1. Break students into 10 groups.
2. Distribute one trade tracking document (online or printed) and one country information package to each group (10 countries total).
3. Each country has the goal of feeding each of their citizens. In order to do so, the country must acquire one unit of each food group for each of their citizens (ie. if a country has 5 citizens, they require 5 units of grain, 5 units of protein, 5 units of sugars & fats, 5 units of dairy and 5 units of fruit and veg.
4. Through a series of 9 trading rounds all 10 countries will meet to discuss whether they can help each other achieve the goal of feeding their population.
5. In each meeting, countries should share what they are in need of, and what they have to give away. There is no benefit to having a food surplus, so countries should export what they can.
6. After the first round of trading, a scenario card will be drawn for each of the next 8 rounds. These scenario cards describe common reasons for why food does not get appropriately distributed.
7. After all 9 trading rounds, each country will reflect on whether they were able to feed their population.
8. Use the following discussion questions to reflect:
 - a. How many countries were undernourished (remaining food needs)? How many countries were overnourished? (surplus of food)
 - b. Were there challenges in meeting your country's food needs?
 - c. Do you think some countries had an advantage?
 - d. Which scenario had the largest impact on the global food market?
 - e. In what ways do you think this activity relates to the real world?

Consolidation: Reflect & Connect (30 Minutes)

Play this video on [Feeding 9 Billion](#) (12:22)

Suggested Discussion Questions:

1. What are the most significant challenges in feeding 9 Billion?
2. What solutions do you think will be most effective in feeding the world and why?
3. Have your perspectives on global hunger and food insecurity changed throughout the course of this lesson?
4. What are some actions that you can take to help reduce global hunger?
(some ideas could be: eat less meat & animal products, reduce food waste in your home & community, support local farms & food producers, donate to organizations working to reduce hunger & support sustainable food systems)

Optional Extension (20-30 Minutes)

This activity will challenge students to look into various possible strategies for feeding 9 Billion.

1. Distribute the article titled “Feeding 9 Billion | A Five Step Plan to Feed the World”.
2. Group former “country” groups together to form 5 groups.
3. Assign each group one of the five “steps” in the article that is crucial in feeding the world.
 - a. **Group 1:** Step 1 - Freeze Agriculture’s Footprint
 - b. **Group 2:** Step 2 - Grow More on Farm’s We’ve Got
 - c. **Group 3:** Step 3 - Use Resources more Efficiently
 - d. **Group 4:** Step 4 - Shift Diets
 - e. **Group 5:** Step 5 - Reduce Waste
4. Each student group should read the introduction, and their assigned step.
5. Each group will discuss their “step” amongst themselves, and create a 1-2 minute presentation on why their step will help feed the world.
6. Each group will present their step to the class.

Extensions for Further Learning:

Card Game for Free to Print or Cards to Purchase: [Feeding 9 Billion](#)

Modifications:

What can teachers do to support students with Additional needs or English Language Learners?

1. Pre-select groups for each country.
2. The Feeding 9 Billion Article could be pre-assigned for homework.

Definitions	
Food Security	Food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food which meets their dietary needs and food preferences for an active and healthy life.
Hunger / Chronic Hunger	Hunger is an uncomfortable or painful physical sensation caused by insufficient consumption of dietary energy. It becomes chronic when the person does not consume a sufficient amount of calories (dietary energy) on a regular basis to lead a normal, active and healthy life.
Overnutrition	A form of malnutrition characterised by the over consumption of nutrients and calories to the point where health is adversely affected. Overnutrition can develop into obesity, which increases the risk of serious health conditions, including cardiovascular disease, hypertension, cancer, and type-2 diabetes.
Undernutrition	A form of malnutrition and the outcome of insufficient food intake and repeated infectious diseases. It includes being underweight for one's age, too short for one's age (stunted), dangerously thin for one's height (wasted) and deficient in vitamins and minerals (micronutrient malnutrition).
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3

Good Health
& Well-being

Lesson: Goal #3

Ensure healthy lives and promote well-being for all at all ages

Lesson Overview | Goal #3

Lesson Description:		
<p>Health is not just the absence of illness, but an individual’s state of complete physical, mental and social well-being (WHO). An individual’s health is also heavily determined by the environment they live in and by various social implications. In this lesson, students will gain a broader understanding of how social and environmental factors get “under the skin” to impact physical health.</p>		
Guiding Questions:		Learning Goals:
<ol style="list-style-type: none"> 1. What are the Social Determinants of Health? 2. How do social and environmental factors get “under the skin” to impact people’s physical health? 3. What is Health Equity / Health Inequity? 4. How do health inequities present in Canada? 		<ol style="list-style-type: none"> 1. Students can define health by the WHO standard. 2. Students will understand the interconnectedness of physical health, their environment, and other social factors. 3. Students can define the social determinants of health. 4. Students can identify various pathways to health, and identify potential intervention strategies.
Materials:		
<ul style="list-style-type: none"> • A white board, black board or flip chart paper • A powerpoint and projector that can display video with sound • Goal 3 Powerpoint • Computer / Tablet access (one per student group of 4-5) • Activity 1: SDoH Game <ul style="list-style-type: none"> ◦ Score Sheet Handouts (one per student) OR Online Score Sheet ◦ Instructions Handouts (at least one per group) ◦ Multiple dice (Minimum of one per group of 4- 5) OR Online Dice • Activity 2: Worksheet (Optional) 		
Subjects:		
<ul style="list-style-type: none"> • Social Studies (Geography, Human Geography, History, Law) 	<ul style="list-style-type: none"> • Global Issues • Science • Health 	<ul style="list-style-type: none"> • Civics and Careers / Career Education • Social Justice

Action Plan:**Minds On: Hook (15 Minutes)**

Break students into groups and facilitate a brainstorm on the following 3 questions. Give the students 1-2 minutes to brainstorm in their groups, and then facilitate a class-wide discussion on each question. A mind map on the board can be useful in displaying student responses.

1. What is health?
2. What are some things that you do to keep yourself healthy?
3. What factors of your daily life impact your health?

Next, watch this video on [Health Inequities in Canada](#).

Hands On: Analyze & Explore (45-60 Minutes)**Activity #1: Social Determinants of Health - A Game of Chance (30-45 mins)**

This game will exemplify various pathways that social and environmental factors can get “under the skin” to influence health. Through the course of this game, a variety of chance scenarios will determine the health of each student’s hypothetical character. The goal of this game is for students to achieve the highest health score for their character.

1. Break students into groups of 4-5. They will each do the activity individually, but reflect as a group. Hand out an instructions package to each group, and give a scoresheet to each student (printed or online compatible)
2. Define the Social Determinants of Health and Socioeconomic Status (definitions in powerpoint).
3. **Part 1:** First, students will determine their Socioeconomic Status Score. SES is one of the primary predictors of health and is composed of Education, Income and Occupation. This step also stresses the influence of discrimination and government policy on health.
 - a. Start at step one, roll a single dice, and note down the score associated with the number they rolled.
 - b. Be careful to follow all of the rules noted in the Rules column.
 - c. Continue this from steps 1-5.
 - d. Once students have completed steps 1-5 (and the sub-steps 3.1 & 3.2 if necessary) sum up the scores to find a total SES Score.
 - e. Compare the summed scores to the Low and High SES status brackets listed on the worksheet, and circle your character’s SES bracket.

Hands On: Analyze & Explore (continued)

4. Conduct a mid-game check-in with the following questions:
 - a. How many of your characters have a Low SES?
 - b. How many of your characters have a High SES?
 - c. Which factor was most influential in determining this?

Now, instruct students to move to the table (or tab) associated with their SES Bracket.

5. Part 2: Students will move through steps 6-13, following the same rules (role, score, follow the rules and sum their score).
 - a. At the end, they will find the sum total of the SES score and steps 6-13.
 - b. The final number represents their character's overall health score.
6. Perform a class demonstration. As a full class, ask all students to stand up. In sequence and from lowest to highest, call out various potential scores. If students did not achieve that health score, they will sit down.
 - i. Sit down if your score was less than -40.
 - ii. Sit down if your score was less than -20
 - iii. Sit down if your score was less than 0
 - iv. Sit down if your score was less than 10
 - v. Etc.... until you get to 70.

All of the students left standing will represent the most privileged people in society and thus who are most likely to be the most healthy. Tell the class what the highest and lowest scores could have been.

Likely, most of the scores will have landed somewhere in the middle between -40 and 83, representing an average.

7. In groups, students will reflect on the following questions:
 - a. Arrange your group's health scores from lowest to highest.
 - b. Which events were most impactful in determining your health score? In real life, why would this event have such a large impact?

Hands On: Analyze & Explore (continued)

- c. Compare the score values, outcome probabilities and trends that differ between the High SES chart vs. the Low SES chart. What do you notice about the associated scores, rules, and probability of obtaining certain indicators of health?

Hints for educators:

- i. *Depending on whether students are playing within the Low or High SES score chart, they will have different likelihoods of exhibiting various health behaviours.*
 - ie) *While it is not impossible for someone with a low SES standing to abstain from tobacco use, it is more likely that they will use tobacco than someone of high SES status.*
 - ii. *Certain traits limit future progression.*
 - ie) *If you only have an elementary school education, you become ineligible for a high income.*
 - iii. *Tip: SES should be the main determinant of your overall health score.*
 - iv. *Tip: Stress is equally likely amongst Low and High SES groups, but High Stress negatively impacts Low SES to a greater degree.*
- d. How does this game demonstrate how social and environmental factors can create health inequalities in a community?
- e. This exercise should show that health is not just a product of an individual's physical health. Reflecting on the event that had the greatest impact on their character's health score, students will think about this question:

If your character was a member of your community, what could be done to improve their health?

Examples for teachers:

ie) If a character did not complete high school, implement a free high school course upgrading program in night school. This may increase the character's job potentials, which may increase their income.

Or, if a character has poor nutrition, implement a fruit and vegetable delivery program to low-income households with "ugly" produce that would otherwise be discarded from grocery store sales, but is perfectly good to eat.

- h. Students can share their ideas with their group (or the class!)

Consolidation: Reflect & Connect (Time Allotment)

Activity 2: Exploring Health Inequalities in Canada (20 Mins)

*Take-Home Option

***Note to Teachers:** We recommend that teachers explore the [Health Inequalities Data Tool](#) in advance, as there is potential for sensitive topics to come up (ie. race, sexuality, disability, etc)

Instructions:

1. Optional: Hand out [this worksheet](#) and ask students to work through it. (Option to take home)
2. Have each student group visit the [Health Inequalities Data Tool](#) on the Canadian Government Website:
 - a. Have each student set their inequalities measures to the following:
 - i. Geography: Canada
 - ii. Framework Components: Disease/Health Condition
 - iii. Indicator: have each group choose a different health indicator
 - iv. Stratifier: Overall (to start)
 - v. Measure: Crude Rate / Rate (to ensure proportional comparisons amongst populations)
 - b. Have the students explore the indicators of health by answering the following questions:
 - i. What do you notice when you change the Stratifier to different population groups within Canada? Which stratifiers had the biggest impact on the prevalence of your health indicator? Which had the least impact?
 - ii. What do you notice when you change the Geography to specific provinces? Which provinces are affected most by your health indicator? Which are least affected?
 - iii. Click on the tab titled "Data - Rates by Province/Territory," how does this health indicator impact provinces comparatively?
 - iv. If there is extra time, students can play with the tool to gather more information on different health indicators, framework components, etc.
 - c. Have one member from each group share their findings on their health indicator with the class in a 1 minute summary.

Suggested discussion questions for this unit:

1. Why are different populations across provinces, cultural groups, and income levels differently affected by disease or other health indicators?
2. What have you learned about the social determinants of health?
3. What public health measures are in place in your community / your school's community?
4. How might social determinants of health differ in developed countries like Canada, compared to the global south? How might they be the same?
5. How can understanding social determinants of health inform Canada's health policies?

Extensions for Further Learning:	Modifications:
<ul style="list-style-type: none"> • CBC- The Health Cost of Being Poor. • Global News on Inequalities and Covid-19 Pandemic. • Celebrities hidden role in public health. • Discrimination: A Social Determinant of Health Inequities. 	<p>What can teachers do to support students with Additional needs or English Language Learners?</p> <ul style="list-style-type: none"> • Activity 1: Students can complete the game in groups, rather than as individuals. Lead the reflection as a full-class discussion. • Activity 2: Option for educators to assign health indicators to groups. Alternatively, educators can explore the data tool in front of the class.

Definitions	
Discrimination	Discrimination is unequal treatment based on physical characteristics or social group assignment.
Health	Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. (WHO)
Health Equity	Health equity is the absence of unfair systems and policies that cause health inequalities. Health equity seeks to reduce inequalities and to increase access to opportunities and conditions conducive to health for all. (Canada Gov)
Health Inequity	Health inequity refers to health inequalities that are unfair or unjust and modifiable. For example, Canadians who live in remote or northern regions do not have the same access to nutritious foods such as fruits and vegetables as other Canadians. (Canada Gov)
Health Behaviours	Health behaviours are influenced by the social, cultural and physical environments in which we live and work. They are shaped by individual choices and external constraints. Positive behaviours help promote health and prevent disease, while the opposite is true for risk behaviours. Common Health Behaviours include Fruit & Vegetable Consumption, Alcohol Consumption, Physical Activity and Tobacco Use.
Public Health	The art and science of preventing disease, prolonging life and promoting health through the organized efforts of society.

Definitions (continued)

Social Determinants of Health	The social determinants of health (SDoH) are the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life.
Socioeconomic Status	The most fundamental causes of health disparities are socioeconomic inequalities. Socioeconomic status has traditionally been defined by education, income, and occupation.

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4
Quality Education

Lesson: Goal #4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Lesson Overview | Goal #4

Lesson Description:

Education has often been deemed the key to escaping poverty; it leads to better opportunities, increases socioeconomic mobility, leads to better health, decreases inequities, and more. However, 260 million children worldwide are still out of school, and ½ of the world’s children are not meeting the expected math and reading proficiencies. This lack of education is not only an issue of access, but one of quality. This lesson stresses the importance of education for all in a global context, along with the linkages between poverty and education. Through exploring the barriers of education, and its beneficial results, students will gain a well-rounded view of why Quality Education is one of the global goals.

Guiding Questions:

1. Why is education important?
2. In what ways is education intertwined with other global issues?
3. What are some of the barriers to education on a global scale?
4. How can education be thought of as an exit strategy to poverty?

Learning Goals:

1. Students can name 3 or more ways that Education is linked with other Sustainable Development goals or Global Issues.
2. Students can name a variety of common barriers to education around the world.
3. Students will understand the importance of education across an individual’s lifespan.

Materials:

- Projector with sound capabilities
- [Goal 4 Powerpoint](#)
- Activity 1 Materials:
 1. 5 sets of 8.5 x 11 paper
 2. Scissors (one set per group)
 3. Pens
 4. Instruction Sheets (5 unique sets of instructions)
 - a. Group 1: [Has all of the instructions and photos](#)
 - b. Group 2: [Has all of the instructions and no photos](#)
 - c. Group 3: [Has fewer instructions and no photos](#)
 - d. Group 4: [Simple instructions, some missing, and no photos](#)
 - e. Group 5: [Has no instructions](#)
- Activity 2 Materials:
 1. [Handout 2: 1 per student](#)
 2. [Chance Scenario Cards](#) Printed (one per group)
 3. Dice: at least one pair per group ([Or an online dice rolling site](#))

Subjects:

- Social Studies (Geography, Human Geography, History, Law)
- Civics and Careers / Career Education
- Social Justice

Action Plan:

Minds On: Hook (10-15 Minutes)

This activity is intended to share the importance of education with a hands-on and interactive approach. Each group of students will be given the same task to complete (making an origami school building) but they will each be given different levels of instructions. The groups with more instruction (or more education) will have an advantage in completing the task quickly, demonstrating the advantage of education in achieving success.

1. Break students into 5 groups. Give each group a different set of instructions, a piece of 8.5 x 11 paper, a pair of scissors and a pen.

Ensure students do not share their instructions with other groups, and speak quietly.

2. Explain to students that it is a race to finish the task quickly.
3. Once the first group is done, ask the other groups to show what they had created.
4. Next, ask each group to pass their instructions to the group on the right of them.
5. Facilitate a discussion:
 - What do you notice about the other groups instructions?
 - Why do you think team ___ came first?
 - What does this tell us about education?

Hands On: Analyze & Explore (30 Minutes)

This activity is intended to show students some common barriers to education across the globe. Students will write their average school day schedule. Then, they will roll a pair of dice that allots them various scenario cards. These scenario cards reflect various educational barriers, from logistics issues, economic, political and health. Students will roll for 5 scenarios and reflect upon how each of them would impact their average school day in the short and long term. The intention is to show that various life activities can impact people differently across the globe, and while some activities will not impact education, others will.

1. Students should stay in their groups from Activity 1.
2. Students will reflect individually on their previous day and write down all of the things that happened. If it was not a particularly average day, students can simply write down the steps and activities that would normally occur on an average day.

Hands On: Analyze & Explore (Continued)

Example Schedule: **Rolls: 10, 2, 3, 8, 7**

Time	Schedule (Original)	Edits	
6:00	Sleep	Wake up and morning routine	
6:30			
7:00	Wake Up & Morning Routine	Collect Water (Roll 7)	
7:30			
8:00			
8:30			
9:00	Mom drives me to school	Walk to School 1 Hour (Roll 2)	
9:30			
10:00			
10:30			
11:00			
11:30			
12:00	Begin school day - Math and Science & English	Extra Time to Walk to school (because of conflict) (roll 8)	
12:30			
1:00			
1:30			
2:00			
2:30			
3:00			
3:30			
4:00			
4:30			
5:00			
5:30			
6:00	Lunch	Lunch	
6:30			
7:00	Art	Art Class	
7:30			
8:00			
8:30			
9:00			
9:30			
10:00	Drive to Soccer Practice	Work and commute (Roll 10)	
10:30			
11:00			
11:30			
12:00	Soccer Practice		
12:30			
1:00	Drive Home		
1:30			
2:00	Dinner at home	Dinner at home	
2:30			
3:00	Homework	Get ready for bed	
3:30			
4:00	TV		
4:30			
5:00			
5:30			
6:00	Evening Routine		
6:30			
7:00			
7:30			
8:00	Sleep	Sleep (Roll 3)	
8:30			
9:00			
9:30			
10:00			
10:30			
11:00			
11:30			
12:00			

Hands On: Analyze & Explore (Continued)

3. Students will roll a pair of dice. Students will then read the associated card (online or a hard copy) to reveal a scenario. The student must edit their daily schedule to reflect how that scenario would have an impact on their day-to-day schedule.
 - a. Students will roll their dice 5 times, and thus make 5 edits to their schedule. If they roll the same number more than once, they must roll again.
 - b. Students can edit their schedule however they wish. They can mark over text, cross things out, etc., but school cannot extend beyond 9am-3pm.
4. Afterwards, students will fill in the table outlining how each scenario impacted their schedule (short term impacts) and how that scenario might have an impact in the long term. (*See Question 4 Key for example responses)
5. Lastly, in their groups, students should discuss the following questions:

Suggested Reflection Questions:

- a. How did each scenario impact your daily schedule?
- b. Which events had the most impact on your education? How would it impact future years of education, and beyond secondary school?
- c. If days like this were to continue for one year, or multiple years, how would your life be impacted?
- d. How do you think this activity reflects education systems around the world?
6. In what ways is education tied to other global issues?

*Question 4 Key:

Below lists some examples of ways that each card could have a short and long term impact. This is not an exhaustive list, but simply some examples of how these factors might have an impact.

Roll 2: You do not have access to public transit or a personal vehicle. Your commute to school is now 1 hour on foot.

- a. Short Term:
 - i. This may impact day to day physical access to education
 - ii. Wake up earlier to walk to school
- b. Long Term:
 - i. Decreased literacy
 - ii. Decreased job access or access to higher education

Roll 3: Your home does not have enough food to eat daily. You lack energy and productivity. You must be asleep by 9pm.

- a. Short Term:
 - i. Students may be hungry and unable to focus at school
- b. Long Term:
 - i. Cognitive and developmental delays from malnutrition

Hands On: Analyze & Explore (Continued)

Roll 4: All of the bathrooms at your school are out of order. There is no running water or toilets to use. You can only stay at school for a maximum of 3 hours.

- a. Short Term:
 - i. May decrease school attendance
 - ii. Less washing hands
- b. Long term:
 - i. Girls may not attend school during their menstrual cycle
 - ii. Less sanitation and handwashing leads to more diseases

Roll 5: Your parent/guardian gets sick and is unable to work. Remove all extracurriculars from your schedule to take care of your parent/guardian.

- a. Short Term:
 - i. Missed school to take care of parent
 - ii. Stressed or distracted while at school (lower quality learning)
- b. Long Term:
 - i. Less money for extracurriculars
 - ii. Less support on academics. Does not perform as well at school

Roll 6: Government cuts most funding for schools. Class sizes rise and there is a lack of materials to go around. Remove elective courses from your schedule.

- a. Short Term:
 - i. Larger classes & less support from teachers
- b. Long Term:
 - i. Less diverse education; lack of arts, science labs, etc., and different job prospects

Roll 7: Your home loses running water. You must collect water for your household before you go to school. Add 1.5 hours to collect water before school.

- a. Short Term
 - i. Wake up earlier - tired at school from less sleep and hard work
- b. Long Term
 - i. Lower attendance to school

Roll 8: Political conflict arises and violence is unpredictable. Your commute to and from school now takes twice as long to avoid areas of unrest.

- a. Short Term
 - i. Stress
- b. Long Term
 - i. Sporadic attendance to school, impacts quality of education
 - ii. Less school attendance leads to lower quality job opportunities

Hands On: Analyze & Explore (Continued)

Roll 9: You have a learning disability and support for students with special needs are removed. Add a one hour block to your day to account for less productivity.

- a. Short Term:
 - i. Fall behind in classes
 - ii. Less time to do other tasks and activities
- b. Long Term:
 - i. Impact future job potential

Roll 10: High school education is no longer compulsory or free. If you want to go to school, you must work 3 hours/day to cover tuition. It takes 30 minutes each way to walk to and from work.

- a. Short Term:
 - i. Attendance drops
- b. Long Term:
 - i. Low attendance (if any) in high school

Roll 11: You are a girl in a society that believes girls should not go to school. You may only go to school for half of the time that you currently do, in order to be at home and help with chores.

- a. Short Term:
 - i. Poor school attendance
- b. Long Term:
 - i. Less education and fewer job opportunities and access to further education
 - ii. More likely to be susceptible to childhood marriage, etc.

Roll 12: Regulations change and there are no longer enough qualified teachers in each district. Your classes now have 50 students and your entire school day is spent in one classroom with one teacher. Stay 1 hour after school to wait in line to get your questions answered.

- a. Short Term
 - i. Education lacking a holistic aspect (ie. not all subjects taught)
- b. Long Term
 - i. Less educated students, lesser equipped for jobs

Consolidation: Reflect & Connect (15 Mins)

[Watch this video of a UN expert on Education \(3:01\)](#)

Discussion:

1. What did you learn about the importance of education?
2. Were you surprised by any of the barriers to education that are faced around the world?
3. How is education tied to other global issues?

Optional Extension (30 Mins)

This activity highlights some of the more unexpected results of education. Students will explore how their own assumptions compare to the true pathways between these results and education.

1. Split students into 8 groups, assigning each group with one of the following statements.

Results of Education:

- Educated people are more tolerant
- Education reduces child marriages
- Education reduces early births
- Education increases women’s and men’s job opportunities and narrows wage gaps
- Maternal education improves child nutrition
- Mothers’ education saves children’s lives
- Education saves mothers’ lives
- Education leads to more concern about the environment

2. Students spend 5-10 minutes brainstorming ways that education could lead to their assigned Result of Education.

3. Once students have spent some time brainstorming ways that their assigned result of education has an impact, direct them to this link:

<http://www.unesco.se/wp-content/uploads/2015/02/Education-transforms-lives.pdf>

Within the Unesco document that the above link directs to, there is a section that outlines each of the results of education listed above. Ask students to explore their associated section.

4. Once students have either affirmed or altered their own perspectives with the above article, one member of each group should summarize their findings to the class in 1 or 2 minutes.

Extensions for Further Learning:

Video: [Malala discussing her stance on education \(2:34\)](#):

Modifications:

What can teachers do to support students with Additional needs or English Language Learners?

1. For Activity 2, students can work in groups to assess and edit one group member’s schedule.

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5

Gender
Equality

Lesson: Goal #5

Achieve gender equality and empower all women and girls

Lesson Overview | Goal #5

Lesson Description:

This lesson will illustrate how the gender gap is pervasive in today's society, both in our home communities and around the world. Gender biases & gender roles in the media will be explored through an activity using google images, and UN data will be analysed to show gender inequalities around the world. Feminism as an idea and identity will be unpacked, as well as how it pertains to both boys and girls. Lastly, students will explore various ways to address gender inequalities in their own communities

Note to Teachers: This lesson deals with the topic of gender, specifically working to end discrimination against women and girls. The lesson focuses on inequalities within the male/female gender binary because of how the UN SDG frames the global issue of gender. However, this gender binary may not be true for your class. An extension activity discussing the gender as a spectrum and the difference between sex and gender has also been included, as well as a variety of video resources.

Guiding Questions:

1. Where and why do gender roles and biases persist in today's society?
2. What are some strategies that can help to close gender gaps?
3. How do gender inequalities differ in different countries?
4. What is feminism and how does gender inequality impact both men and women?
5. Why does the gender wage gap exist?

Learning Goals:

1. Students can identify common biases about gender roles and occupation.
2. Students can list ways that gender biases persist in today's society.
3. Students can describe strategies that can close the gender gaps.
4. Students can define Feminism and explain how gender inequality impacts both men and women.
5. Students can identify and debunk myths surrounding the gender wage gap.

Materials:

- A powerpoint projector that can display video with sound
- Student groups will need access to computers/devices
- [Goal #5: Reduced Inequalities Powerpoint](#)
- Student Handouts: (Printed version or digital version on computers)
 - [Gender Equality Worksheet](#)

Subjects:

- Social Studies (Geography, Human Geography, Law)
- Civics and Careers / Career Education
- Social Justice

Action Plan:**Minds On: Hook (10 - 15 Minutes)**

This introduction activity is intended to show how the internet and media influence our unconscious bias, and perpetuate stereotypes. This minds-on will conclude with a humorous Jimmy Kimmel video that illustrates how problematic assumptions about women are often learned at a young age.

Activity #1: Internet Bias

1. Distribute the [Gender Equality Worksheet](#) (1 per student).
2. Review the instructions on the [Gender Equality Worksheet](#) for Activity #1 and powerpoint slides 4, 5 & 6.
3. Direct students to [Google Images](#)
2. Working independently or in small groups, instruct students to search a few (5 or 6) of the following job titles.

a. Doctor	e. CEO	i. Flight Attendant
b. Nurse	f. Professor	j. Pilot
c. Engineer	g. Pharmacist	k. Caretaker
d. Teacher	h. Carpenter	l. Soldier
3. Ask students to write what they notice when searching each job.

Discussion Questions:

- What biases did you notice in your searches?
- What trends do you notice?
- What assumptions did you make during the process?
- Were you surprised by any of your findings?
- What is a gender role? How are they relevant to this exercise?

Watch Video: [Kids Explain Why Women Are Paid Less Than Men](#) [4:12]

Brainstorm: As a class or in small groups, have students brainstorm the following questions.

- What is gender inequality?
- What does 'gender inequality' look like? (...In my community? ...Around the world?)
- How can we combat gender stereotypes?

Watch Video: [Gender Equality by Design](#) [3:03]

Hands On: Analyze & Explore (40-50 Minutes)

Students will be using the [UN Women SDG Indicator Dashboard](#) to identify the impact that gender has on progress towards different Sustainable Development Goals. Students will require computers for this activity and can work independently or in small groups.

Activity #2: Gender Equity Data Hunt

1. Review the instructions on the [Gender Equality Worksheet](#) for Activity #2 and powerpoint slides 11, 12 & 13.

Hands On: Analyze & Explore (Continued)

2. Direct students to: <https://data.unwomen.org/data-portal/sdg>
3. Complete the table using data collected from the graph.
 - * For Year 1, Input the year and data from the year that has the biggest gap between genders
 - * For Year 2, Input the data from the most recent year available.

Discussion Questions:

- Were you surprised by the data on these indicators? Why?
- Which regions in the world had the largest/smallest gender gap on these indicators? Why might this be?
- Of the indicators explored, which appeared to impact females more? Which appeared to impact male more?
- Do the trends suggest the gender gap is getting bigger or smaller as we move towards the present? Why?
- Many countries do not collect data regularly and many more refuse to share that data with the UN. Why might that be a problem?
- How can data help us to reduce gender inequalities?

Consolidation: Reflect & Connect (15 - 20 Minutes)

Brainstorm: As a class or in small groups, have students brainstorm the following questions.

- Are you a feminist?
- Can men be feminists?
- How are men impacted by gender inequality?

Watch Video: [Emma Watson Speaks at the UN](#) (at least 0:00 - 6:56)

Discussion questions:

1. Has this video changed your opinion on feminism? Why or why not?
2. What did you like or dislike about this video?
3. What can you do in your school or community to improve gender equality?

Optional Extension (15 - 20 Minutes)

Independently or in small groups, visit this fact page by the New York Times titled: [Womansplaining The Pay Gap](#)

Discussion Questions:

- Data suggests that a gender wage gap exists across a variety of industries and regions of the world. Why do you think some people try to *debunk* the wage gap argument?
- Did this article debunk any of your assumptions? Which ones?
- Why do you think the wage gap exists? How might we resolve this in the future?

Extensions for Further Learning:	Modifications:
<p>To explain language and definitions surrounding Sex vs. Gender: Video: Do You Know The Difference Between Sex and Gender?</p> <p>Online Video Resources to continue your conversation on Gender.</p> <ol style="list-style-type: none"> 1. "What it's like to be intersex" 2. What Being Trans Is Really Like Get Real Refinery29 3. Coming Out as Nonbinary, Genderqueer, or Gender Non-Conforming Lifehacker 4. What Does "Two-Spirit" Mean? InQuery them. 	<ul style="list-style-type: none"> • Model brainstorming or do brainstorming together as a class. • Conduct discussion questions in a <i>Think-Pair-Share</i> format to allow all students a chance to develop ideas (not just those who most confident sharing with the class) • Strategic grouping/pairing for students will allow for peer supports in group activities • Provide any texts prior to the start of the lesson for those who need more time with reading.

Definitions

Bias	A bias is a tendency, inclination, or prejudice toward or against something or someone. Whether positive or negative, such cognitive shortcuts result in prejudgments that can lead to rash decisions or discriminatory practices.
Empowerment	Empowerment is granting power to allow self-determination in people and in communities. This enables individuals and communities to represent their interests in a responsible and self-determined way, acting on their own authority.
Feminism	Feminism is a range of social movements, political movements, and ideologies that aim to define, establish, and achieve the political, economic, personal, and social equality of the sexes.
Gender	Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time.
Sex	Sex refers to a set of biological attributes found in humans and animals. Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed.
Stereotype	Stereotypes are oversimplified and/or unfair belief or idea that groups of people have particular characteristics or that all people in a group are the same

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6

Clean Water
& Sanitation

Lesson: Goal #6

Ensure availability and sustainable management of water and sanitation for all

Lesson Overview | Goal #6

Lesson Description:

Clean Water and Sanitation are basic human rights, yet 2 Billion people globally do not have access to safe drinking water or sanitation facilities like toilets or latrines. According to the UN, “the right to water entitles everyone to have access to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic use” and “the right to sanitation entitles everyone to have physical and affordable access to sanitation, in all spheres of life, that is safe, hygienic, secure, and socially and culturally acceptable and that provides privacy and ensures dignity.” There are many reasons for which access to water and sanitation is unattainable for communities across the globe, and in this lesson, students will use a systems approach to unpack the issue, ideate intervention options, and gain perspective on water access in Canada.

Guiding Questions:

1. In what ways do water and sanitation impact our daily life?
2. How does a lack of water and sanitation impact communities across the globe?
3. How does water and sanitation play a role in education and health systems?
4. How are issues of water and sanitation impacting Indigenous communities in Canada?
5. What kinds of interventions can be effective to ensure clean water for communities?

Learning Goals:

1. Students can define clean water, sanitation, and the field of WASH.
2. Students understand water and sanitation as human rights.
3. Students can explain the interconnected nature of clean water and sanitation and how it impacts communities across the globe.
4. Students can name a variety of intervention strategies for communities where water and sanitation are not accessible.
5. Students can explain the 3 types of water advisories prevalent in Canada and why certain Indigenous communities do not have access to safe water today.

Materials:

- At least 8 devices (laptop, tablet, etc...) - one per group.
- Projector & screen with audio abilities to project a powerpoint and videos.
- [Goal 6 Powerpoint](#)
- Print Worksheets (or provide online)
 - [Worksheet](#) (one per student)
 - [Research Resources](#) (distribute electronically)

Subjects:

- Social Studies (Geography, Human Geography)
- Human Geography
- Science
- Social Justice
- Health

Action Plan:

Minds On: Hook (10 Mins.)

This introduction activity is intended to get students thinking about their own water consumption. Hand out the worksheet, for students to follow along with.

1. Play this video: [Worldvision Water Video](#)
2. Ask students to estimate their daily water use.
3. Direct students to this resource link and use the water calculator to determine their daily water usage. <https://www.home-water-works.org/calculator>
 - a. Students will need to visit each virtual room in the home, clicking on the orange magnifying glasses to answer questions. Their household water usage will be calculated at the end.
4. Ask students to divide their final household total by the number of people in their household to calculate their estimated personal water use.
5. Ask students to imagine that they have to walk 6km round trip from home to the nearest water source carrying 20L of water (20kg!)
 - a. How many km do you need to travel to supply water for your day?
 - b. If it takes you 1.5 hours to walk 6km, how long does it take to collect water?
 - c. How might your life change if you had to collect your water?

Discussion:

1. Are you surprised by your daily water use?
2. How is water important to you in your daily life?
3. How is sanitation important to you in your daily life?

Define the Rights to Water & Sanitation, and WASH (Water, Sanitation and Hygiene).

Hands On: Analyze & Explore (60-90 Minutes)

Activity #1: Exercise on Barriers to Clean Water and Sanitation (45 mins)

Distribute [Research Resources](#) electronically.

1. Break students into 8 groups and give each group a handout.
2. Assign each group a number between 1-8, which represents a common barrier to clean water and sanitation. Each stage exhibits a different issue in water access, and a violation of the Right to Water and the Right to Sanitation. (ie. sufficient, safe, acceptable, accessible, or affordable.)

Hands On: Analyze & Explore (Continued)

3. In their groups and using the Research Resources, students will explore ways that their assigned barrier would affect a population's access to water. Students can expand their research beyond these resources but may need guidance to find reputable resources.
4. Students should work through the worksheet to answer the questions, and prepare a 1-2 minute presentation describing their barrier and their proposed intervention.

Questions:

- a. Describe the barrier, and why it is occurring.
 - b. How is the barrier connected to the environment?
 - c. How does the barrier impact human health?
 - d. What long term impacts does the barrier have on individuals, or communities?
 - e. What aspect of the right to water and sanitation does the barrier violate?
 - f. How can the barrier be resolved? Present on one immediate resolution, and one long term resolution
 - i. *Hint for educators: An immediate resolution solves the problem, but is not a long term fix. This may include a resolution like installing water filters. A long term solution gets to the root of the problem and may include solutions like implementing government policy around climate change, or installing a sustainable water treatment facility.*
5. Lastly, hold space for each group to present about their barrier.

Activity #2: Water in Canadian Indigenous Communities - Online Scavenger Hunt (25 Mins) *(Option to Take-Home)

1. Distribute the [worksheet](#) electronically or printed.
2. Play [this video](#) from Global News discussing Boil Water Advisories in Canadian Indigenous Communities.
3. In groups of 3-4 students will embark on an online scavenger hunt using the following links, to answer the questions on the worksheet.

Info Source Websites:

1. [About drinking water advisories](#)
2. [Ending Long Term Water Advisories](#)
3. [First Nations Health Authority - BC Water Advisories](#)

Hands On: Analyze & Explore (Continued)

Activity 2: Worksheet Questions and Answer Key:

1. What are the 3 types of drinking water advisories? (Found on Link 1)
 - a. *boil water advisories*
 - b. *do not consume advisories*
 - c. *do not use advisories*

2. What are the main differences between the 3 forms of DWAs? (Found on Link 1)
 - a. *Boil Water Advisories:*
 - i. *Water should be boiled for 1 minute before it is used to:*
 1. *Drink*
 2. *Wash fruits and vegetables*
 3. *Brush teeth*
 4. *Cook with*
 5. *Given to pets*
 6. *Make ice*
 - ii. *Those who need help to bathe (infants, toddlers, elderly) should be sponge bathed so that they do not swallow water.*
 - iii. *Issued when there are problems with the water treatment system, such as chlorine levels that are too low, or if the water has disease-causing viruses, bacteria or parasites.*
 - b. *Do Not Consume Advisories:*
 - i. *Do not consume advisories are issued when the water system has contaminants, like lead, that can't be removed from the water by boiling. The water should not be consumed at all.*
 - ii. *Do not consume advisories are also called do not drink advisories. These advisories tell the public that they should not use their tap water to:*
 1. *Cook*
 2. *Drink*
 3. *Feed pets*
 4. *Brush their teeth*
 5. *Make soups or ice cubes*
 6. *Wash fruits and vegetables*
 7. *Make infant formula or other drink*
 - iii. *Those who need help to bathe (infants, toddlers, elderly) should be given sponge baths, so that they avoid swallowing water.*

Hands On: Analyze & Explore (Continued...)

- a. *Do Not Use Advisories:*
 - i. *Do not use advisories to warn that the tap water should not be used for any reason.*
 - ii. *This advisory is issued when the water poses a health risk, the water system has pollutants that can't be removed by boiling, and if water is used it could cause irritation to the eyes, skin and nose.*
3. What are 5 reasons that a community may issue a drinking water advisory? (Found on Link 1)
 - a. *water line breaks*
 - b. *equipment failure*
 - c. *poor filtration/disinfection when water is treated*
 - d. *someone trained to run the water system*
 - e. *someone trained to test and ensure the quality of the drinking water*
4. How many Short Term BWA's are currently in place in Canada?
 - a. Updated number located in Link 2
5. How many Boil Water Advisories currently exist in British Columbia? How many Do Not Consume Advisories? (Found on Link 2 and 3)
(*note that these numbers might vary depending on month)
 - a. 6 Boil Water Advisories
 - b. 6 Do Not Consume Advisories
6. How long does a water advisory need to be in place for it to become long-term? (Found on Link 2:)
 - a. A drinking water advisory becomes long term after it's been in place for one year
7. By what date has the Canadian Government aimed to eliminate all long term water advisories? (Found on Link 2)
 - a. March 2021

Hands On: Analyze & Explore (Continued...)

8. What are some actions that are being put in place to improve water access to communities across Canada? (Found on Link 2)
 - a. Establishing First-Nations led service delivery models
 - b. Training water operators so that remote communities can support their own water systems
 - c. Establishing small-scale water treatment technologies (ie. in Lytton, BC)
 - d. Feasibility studies
 - e. New system design work
 - f. Interim repairs on existing systems
 - g. Permanent repairs to existing infrastructure
 - h. Construction of new infrastructure
 - i. Improved training and monitoring
9. Reflection: Are you surprised by the prevalence of water advisories in Indigenous Communities around Canada?
10. Reflection: What do you think would be the most effective strategy of providing Indigenous communities with clean water?
11. Reflection: Why do you think indigenous communities are disproportionately impacted by Drinking Water Advisories in Canada? Why is this? In what other ways might access to drinking water impact these communities?

Consolidation: Reflect & Connect (10 Mins.)

Share this Video: [Sustainable Development Goals Explained by an expert:](#)

Discussion Questions:

1. How did your ideas of Water and Sanitation change throughout this class?
2. What was most surprising about what was learned in these activities?
3. Describe the different types of interventions that can address issues in water safety and sanitation? Which are most effective and why?

Extensions for Further Learning:	Modifications:
<ul style="list-style-type: none"> • Inside Bill’s Brain: Episode #1 (13:00 onwards) • Video: Are we running out of clean water? • Access to Clean Water and Sanitation: A Guide To Global Issues: • TedX - High School student who created a water purification system. 	<p>What can teachers do to support students with Additional needs or English Language Learners?</p> <ul style="list-style-type: none"> • For activity 1, students may require additional guidance to determine research resource reputability. • Activity #2 can be assigned as homework for students to take home.

Definitions	
Acceptable Water	Water should be of an acceptable colour, odour and taste for each personal or domestic use. All water facilities and services must be culturally appropriate and sensitive to gender, lifecycle and privacy requirements.
Affordable Water	Water, and water facilities and services, must be affordable for all.
Human Right to Water	The right to water entitles everyone to have access to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic use.
Human Right to Sanitation	The right to sanitation entitles everyone to have physical and affordable access to sanitation, in all spheres of life, that is safe, hygienic, secure, and socially and culturally acceptable and that provides privacy and ensures dignity.
Hygiene	Hygiene refers to behaviors that can improve cleanliness and lead to good health, such as frequent hand washing, face washing, and bathing with soap and water.
Physically Accessible Water	Water should be of an acceptable colour, odour and taste for each personal or domestic use. All water facilities and services must be culturally appropriate and sensitive to gender, lifecycle and privacy requirements.
Safe Sater	The water required for each personal or domestic use must be safe, therefore free from microorganisms, chemical substances and radiological hazards that constitute a threat to a person’s health. Measures of drinking-water safety are usually defined by national and/or local standards for drinking-water quality.

Definitions	
Sanitation	Basic sanitation is described as having access to facilities for the safe disposal of human waste (feces and urine), as well as having the ability to maintain hygienic conditions, through services such as garbage collection, industrial/hazardous waste management, and wastewater treatment and disposal.
Sufficient Water	The water supply for each person must be sufficient and continuous for personal and domestic uses. These uses ordinarily include drinking, personal sanitation, washing of clothes, food preparation, personal and household hygiene.
WASH	WASH is the collective term for Water, Sanitation and Hygiene.
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7

Affordable &
Clean Energy

Lesson: Goal #7

Ensure access to affordable, reliable, sustainable and modern energy for all

Lesson Overview | Goal #7

Lesson Description:

Energy is an integral part of daily life, used for cooking, lighting, technology and more. Access to electricity is improving on a global scale, but millions still lack access. As we strive to provide universal access to electricity, diverting from fossil fuels and moving towards cleaner and renewable energy sources is crucial in tackling climate change on a global scale. This lesson uses an immersive simulation approach to look at the advantages and disadvantages of various clean energy sources.

Guiding Questions:

1. What is “clean” energy?
2. What forms of nuclear energy are available?
3. What are the pros and cons of each major form of clean energy?
4. Why is access to energy important on a global scale?

Learning Goals:

1. Students can define “clean” energy, and understand the difference between “clean” and “renewable” energy.
2. Students can identify a pro and a con for each major source of clean energy.
3. To understand various barriers in accessing energy across the globe.

Materials:

- Projector with the ability to play sound
- [Goal 7 Powerpoint](#)
- [Instruction sheet \(8 copies, or 1 per group\)](#)
- [Fact Sheets distributed electronically](#) to each student
- [Research Guides \(At least 1 per group\)](#)
- [Environmental Committee Score Sheet \(1 per committee member\)](#)

Subjects:

This lesson will be best suited for:

- Science (General, Biology, Chemistry, Physics)
- Geology & Earth Sciences
- Social Studies (Geography, Human Geography, Law)
- Technology & Engineering
- Business (International or entrepreneurship)
- Social Justice

Action Plan:

Minds On: Hook (10 Mins)

Lead students in a brainstorm on the following two terms. What comes to mind when they think of these terms? Create a mind map for each term.

1. Fossil Fuels
2. Clean Energy
3. Renewable Energy

Note to Teachers: While “Clean” energy and “Renewable” energy they are not the same. Clean energy implies lower emissions, yet does not necessarily imply renewability. ie) Nuclear.

[Play this video from National Geographic on Renewable Energy](#)

Hands On: Analyze & Explore (60-90 Mins)

This interactive simulation activity will challenge students to learn in-depth about a particular form of clean energy, and advocate for it in various ways. Through arguing for a particular energy source, students will understand the complexities of transferring away from fossil fuels towards more renewable energy.

In this simulation activity, the hypothetical Country X is attempting to move towards 100% of their electricity production coming from renewable/clean energy sources by 2030. Each student group will be designated either as the government of Country X’s environmental committee, or one form of clean energy, representing an energy company. Each clean energy company will be bidding to take on the project of planning Country X’s energy strategy. After a debate, the environmental committee will declare the winner of the project.

1. Break students into 7 groups. 1 group will represent Country X’s environmental committee, the other 6 groups will represent a clean energy company bidding to design Country X’s clean energy plan.

Groups:

<ol style="list-style-type: none"> 1. Country X Environmental Committee 2. Hydropower 	<ol style="list-style-type: none"> 1. Biomass 2. Geothermal 3. Nuclear 	<ol style="list-style-type: none"> 1. Wind 2. Solar
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This exercise is broken into 4 phases:

1. Research (20 Mins) *Can be assigned as homework to save time.
2. Opening Statements (30 Mins)
3. Rebuttal Round (Debate) (15 Mins)
4. Decision (20 Mins)

Hands On: Analyze & Explore (Time Allotment))

- Distribute instruction sheets to each group.

Country X's Profile is as follows:

Geography	<ul style="list-style-type: none"> • Country X is a Coastal country. • Close to geothermal stores. • Combination of mountainous regions and flat rural regions. • Far from major fault lines. • 400,000 square kilometres.
Population	<ul style="list-style-type: none"> • Home to 15 million citizens
Climate	<ul style="list-style-type: none"> • Sunny $\frac{3}{4}$ of the year • Lows of 0°C, Highs of 30 0°C

- Conduct Phase 1: Research (20 minutes)**

In this stage, each group will utilise the [fact sheets](#) and research resource guides to learn about various clean energy sources. Country X's Environmental Committee will research each type of clean energy. Energy Companies will research each kind of clean energy, and create an argument and opening statement for their own.

Instructions:

Country X Environmental Committee:

- Conduct preliminary research on each energy source in order to effectively ask questions, and make decisions to best serve your country's energy production.
- Frame your research and decision-making process around the following themes: Environment, Social Responsibility, Economics. [Use this guide for your research.](#)
**Note: It may be useful for each member to research a different energy form.*
- Review the scoring system that ranks energy companies on Environmental, Social and Economic Sustainability, as well as discretionary points. Each committee member will be able to give each company a score. Scores will be added up, compared, and a winner will be declared. [Use this score sheet.](#)

Energy Company Groups:

- Create a company name and slogan.
- Use the fact sheets to conduct research on your form of clean energy. [Use the Research Guide to assist.](#)
- Design an argument for why your company (your form of clean energy) will be best suited for the project and why.
- Conduct preliminary research on each of the other forms of clean energy to have an understanding of the pros and cons.
- Create a 2 minute opening statement to present your case to the Environmental Committee. Frame your answer around the following themes: Environment, Social Responsibility, Economics.

Hands On: Analyze & Explore (Continued)

The energy company groups should also assign roles to each team member. Potential group roles: (some students may take on multiple roles, depending on group size.)

	Role	Role Description
1.	Opening Statement Presenter	Presents Opening Statement to the Environmental Committee. Works with Lead Statement Researcher.
2.	Opening Statement Researcher	Leads research on your company's form of clean energy.
3.	Rebuttal Statement Presenter	Presents Rebuttal statement in Round 2, and answers most of the opposing company's questions. Works with Rebuttal Researcher.
4.	Rebuttal Researcher	Researches pros and cons for each opposing energy company. Works with Rebuttal Presenter to create a statement.
5.	Lead Notetaker	Takes notes during each energy company's presentation and shares with other group members. Works with researchers during research phase.

4. **Conduct Phase 2: Opening Statements (25 Minutes)**

Energy companies make their case for why their energy is best.

1. Each energy group will have 2 minutes to present their case.
2. After each statement, the Environmental Committee has 2 minutes to ask any questions.
3. The Environmental Committee should fill out their score sheets as each group presents.

5. **Conduct Phase 3: Moderated Rebuttal Round (15 Minutes)**

This round is moderated by the Environmental Committee.

1. Each company will have 1 minute to make their rebuttal statement - point out the flaws in other company's arguments and why your energy form is better.
2. The Environmental Committee will then ask questions, and allow each group time to ask each other questions.

6. **Conduct Phase 4: Decision (10 Minutes)**

1. The Environmental Committee will have 5 Minutes to adjust and add up their score sheet. The team with the most points wins. A tie means that both energy companies will work in collaboration.
2. The Committee will then present the winning energy company and explain why they have chosen the way they did.

Consolidation: Reflect & Connect (15 Mins)

1. [Play this video called "Can 100% renewable energy power the world?"](#) (5:54)
2. **Suggested Debrief Questions:**
 1. What surprised you most from this activity?
 2. Which form of clean energy do you think is most effective?
 3. Do you think it is possible for a country or city to be powered entirely by one form of energy? Why or why not?
 4. Do you think that the world can be powered by 100% clean energy? Why or why not?
 5. What kind of clean energy could be most effective in your city?
 6. How do you think clean energy could be made more accessible to people around the globe?

Extensions for Further Learning:

- [TED Talk - A reality check on renewables](#)
- [TED Talk - Bhutan is Carbon Negative](#)

Modifications:

- Students can complete the research component at home.
- Students may require assistance choosing valid sources.
- Teachers may want to assist in the moderation of phase 3.

Definitions

Biomass Energy	Renewable energy derived from living or recently living organisms, mostly plants.
Geothermal Energy	Heat found beneath the earth's surface or from absorbed heat in the atmosphere and oceans is used directly, or harnessed to produce electricity.
Hydroelectricity	Power generated by moving water converted to electricity. Also called hydroelectric energy or hydroelectric power.
Kinetic Energy	Power or force an object has because of its motion.
Nuclear Energy	Energy released by reactions among the nuclei of atoms.
Renewable Energy	Renewable energy is energy derived from natural processes that are replenished at a rate that is equal to or faster than the rate at which they are consumed.

Definitions (Continued...)

Solar Energy	Energy radiated from the sun that is harnessed to produce electricity.
Wind Energy	Kinetic energy produced by the movement of air, able to be converted to mechanical power.

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8

Decent Work &
Economic Growth

Lesson: Goal #8

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Lesson Overview | Goal #8

Lesson Description:

While the UN has reported progress towards the goal of decent work and economic growth, informal sectors and concerning employment of youth and migrants remains a challenge to goal of decent work for all. As the world’s population continues to grow and become more interconnected, we must consider how we can improve our supply chains to protect our most vulnerable people. This lesson will focus on the evaluating the policies in place to protect children and migrant workers. The main activity will have students focus on how we protect migrant workers in the different provinces in Canada and how we can do better.

Guiding Questions:

1. What is Decent work? Who might face the largest barriers to decent work?
2. What is the Convention on the Rights of the Child? Has this convention been effective?
3. How do Canadian policies protect vulnerable workers? What can we do better?

Learning Goals:

1. Students are able to identify barriers to decent work and identify the populations these barriers impact most.
2. Students are able to explain how SDG 8 is linked to the UN Convention on the Rights of the Child (CRC).
3. Students are able to identify gaps in protection for migrant workers across Canada.

Materials:

- A white board, black board or flip chart paper
- A powerpoint projector that can display video with sound
- [Goal #8 Powerpoint](#)
- Student Handouts: (Printed version or digital version on computers)
 - [Migrant Worker Rights in Canada Worksheet](#) (one per group)
- Activity Cards: (Printed version or digital version on computers)
 - [UN Convention on the Rights of the Child](#)
 - [Canadian Council for Refugees: Migrant Worker Report Cards](#)

Subjects:

- Social Studies (Geography, Global Issues, Law)
- Business
- Civics and Careers / Career Education
- Social Justice

Minds On: Hook (20 Minutes)

Intended to activate prior knowledge, this Minds On activity will allow students to share what they know about working conditions and what they perceive to be fair.

Brainstorm (5 mins)

- What is Decent Work?
- What factors make a job a 'good' job?

Note: This brainstorm can be done individually or in small groups. Before students begin, provide some examples for each to begin the brainstorming process together. You may prompt students by asking if they have ever had a job before. Ask why they took that job? Why they considered it fair/ decent work.

Watch: [What Does Childhood Mean to You?](#) [1:50]

Intro Activity: Child Labour and the CRC

1. Individually or in small groups, have each student explore this simplified version of the UN [Convention on the Rights of the Child](#) in digital or print copy.
2. Have students identify 5 articles within the CRC that relate to SDG 8, specifically, Target 8.7, which states: *"Take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms."*
3. Bring the students back together, and ask each group to share which articles they found
4. Create a master list on the board.

Discussion Questions:

- The Convention on the Rights of the Child (CRC), the most widely ratified human rights treaty in existence. Yet, nearly 1 in 10 children worldwide are still subjected to child labour. Why do you think this is?
- How does the CRC relate to SDG 8, specifically Target 8.7?
- Why might agriculture be a common industry for children and migrant workers to work in?

Hands On: Analyze & Explore (30 Minutes)

In 2018 the Canadian Council for Refugees (CCR) released a series of report cards assessing the records of the provincial and federal governments on protecting the rights of vulnerable migrant workers in Canada's Temporary Foreign Worker Program. Migrant workers are particularly vulnerable to exploitation and abuse because of their precarious status, work permits tied to a single employer and factors such as isolation, lack of access to support and lack of access to information on their rights.

In this activity, students will be examining the CCR report cards by province to assess progress and gaps in the protection of migrant workers (many of whom work in agriculture and instrumental to Canada's food supply).

Hands On: Analyze & Explore (Continued)

Instructions:

1. Assign students into small groups or have them work individually this exercise. Ensure that each student or group is assigned a different province.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
BC	Alberta	Saskatchewan	Ontario	Quebec	Nova Scotia

2. Distribute digital or physical copies of the [Migrant Worker Rights in Canada Worksheet](#).
3. Direct students to the Canadian Council for Refugees webpage, to download their province's report card: <https://ccrweb.ca/en/migrant-workers/report-cards>
4. Referring to the report card for their assigned province, ask each group to collect data and fill it in on the Migrant Workers Rights in Canada Worksheet.
5. Bring the groups back together for a discussion. Have one student from each group present the data they collected.
6. Share and discuss Canada's federal scores (slide 18).

Enforcement of TFWP Rules & Regulations	B
Protection from Unscrupulous Recruiters	D
Ensuring Decent Housing	C
Access to Permanent Residence	D
Access to Benefits	C
Information, Settlement & Support Services	D
Family Unity	D

Reflection Questions:

- Were you surprised by the scores in this exercise? Why?
- Do you think these scores would be different if the workers were Canadian citizens? Why?
- What is the impact of Canada's policy shift to promote temporary vs. permanent migration?
- What other SDGs does this issue of migrant rights link to?

Consolidation: Reflect & Connect (15-20 Minutes)

The #TOGETHERBAND Voices mini-documentaries, created by 'The True Cost' filmmaker Andrew Morgan, take a closer look at the stories behind the UN's 17 Global Sustainability Goals.

Watch: [#TOGETHERBAND Voices Decent Work & Economic Growth](#) [7:11]

This 7-minute documentary tells the story of a Elizabeth Nalugemwa, a female entrepreneur from Masaka, Uganda who started Kyaffee Farmers Coffee with a vision to empower female coffee farmers to create sustainable livelihoods for themselves and their families.

Consolidation: Reflect & Connect (continued)

Discussion Questions:

1. Can you describe the initiative presented in the video?
2. What problem is this initiative working to solve?
3. How does this initiative promote Goal 8: Decent Work and Economic Growth?

Extensions for Further Learning:

Video: IWRAW Asia Pacific - [Women Migrant Workers](#) [5:15]

Use the following prompts to have a short discussion:

- What are some of the key barriers or challenges facing female migrant workers, as shown in the video?
- Do these issues exist in Canada?

For further learning:

- [UN Women: Women in the Changing World of Work](#) [Infographic]
- [Equal Measures 2030 Data Hub: SDG 8](#)

Modifications:

- Strategic grouping/pairing of students will allow for all students to participate in activities.
- Provide a list of Key Vocabulary (listed on the next page) prior to the start of the lesson for students who need more guided support.
- When watching videos in class, add subtitles or watch at a reduced speed to support language learners.

Definitions

Child Labour	Child labour refers to the exploitation of children through any form of work that deprives children of their childhood, interferes with their ability to attend regular school, and is mentally, physically, socially or morally harmful
GDP	Gross domestic product (GDP) is the total market value of the goods and services produced by a country's economy during a specified period of time
Living Wage	Remuneration received for a standard workweek by a worker in a particular place sufficient to afford a decent standard of living for the worker and their family
Low Income Measure (LIM)	Canada's official poverty line was re-defined in 2018 as the Low Income Measure (LIM), defined as household after-tax income below half of the median after-tax income.
Migrant Worker	A person who moves to another country or area in order to find employment, in particular seasonal or temporary work.

Definitions (Continued...)

Ratify	When a country ratifies a treaty, it makes the terms of the treaty legally binding, once the treaty's requirements for entry into force are met.
Permanent Residency	Permanent residency in Canada is a status granting someone who is not a Canadian citizen the right to live and work in Canada without any time limit on their stay.
Temporary Foreign Worker Program (TFWP)	The Temporary Foreign Worker Program (TFWP) is a program of the Government of Canada that allows employers in Canada to hire foreign nationals.
Treaty	A treaty is a formal and binding written agreement entered into by actors in international law, usually sovereign states and international organizations but can include individuals and other actors.
UN Convention on the Rights of the Child (CRC)	The CRC is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.

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9

Industry, Innovation,
& Infrastructure

Lesson: Goal #9

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Lesson Overview | Goal #9

Lesson Description:

In this lesson, students will learn about building resilient infrastructure, promoting inclusive and sustainable industrialization and fostering innovation in a globalized world. Industrialisation, innovation and infrastructure are key players in creating employment opportunities, and income-generating activities. Through an engaging budgeting game and design activity, students will gain perspective on how industry, infrastructure and innovation impact international development and our daily lives.

Guiding Questions:

1. What is infrastructure and how does it help our daily lives?
2. How does industrialization help countries develop?
3. How can innovation solve important global problems?

Learning Goals:

1. Students can define infrastructure and explain how it impacts their daily lives.
2. Students can explain how industrialization influences how countries develop.
3. Students can list how various innovations have solved global problems.
4. Students can recognize various problems in their own community and suggest innovative solutions to resolve them.

Materials:

- A screen and projector with the ability to play video.
- [Goal 9 Powerpoint](#)
- Activity 1 Score Sheet: [Online](#) or [Printed](#)
- [Activity 2 Worksheet](#)
- Dice or [online dice](#)

Subjects:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Social Studies (Geography, Human Geography, History, Law) • Business & Entrepreneurship • Engineering | <ul style="list-style-type: none"> • Civics and Careers / Career Education • Leadership • Social Justice |
|---|---|

Action Plan:**Minds On: Hook (Time Allotment)**

Lead students in a brainstorm to try and define the following 2 questions. This can be done in small student groups, or as a full class.

1. What is Industry?
2. What is Infrastructure?

Next, read the definitions to the class, listed in the slides and definition section of this overview.

Lastly, watch [this video explaining the topic of Industry, Innovation and Infrastructure](#). (2:41)

Hands On: Analyze & Explore (Time Allotment))*Activity #1: Investing in SDG 9 (25 Mins)*

In groups or individually, students will represent a fictional country. After determining a unique budget for their country, students will allocate, or invest, a dollar amount to each target of SDG 9. Each country's investments will represent which targets they see as most valuable. These dollar amounts will later represent point values. The country with the highest amount of points at the end of the game, wins.

Instructions:

Either break students into groups of 2-3, or instruct students to work on their own (ie. for virtual learning).

1. Students first should roll a dice (or virtual dice) 8 times in a row (once for each target). Record your results on the top of the scoresheet.
2. Find the sum of your rolls, and multiply by 10. This is now your country's starting budget. This is automatically calculated in the online score sheet, but can be done by hand in the print version.
3. Next, students should work through their scoresheet and choose how much money they want to invest and allocate towards each target. A maximum of \$100 can be allocated towards each target, depending on your budget and perceived importance.
4. Students should ensure that they are not overspending their budget by keeping an eye on the "budget left to spend" calculator on the online worksheet. If students are using the printed score sheet, they should track their spending throughout the game.
5. Once students have chosen their investments in each target, move through the next 8 slides that display the point values associated with their choices. Students should note their points.
6. Find the sum of your points at the end of the game and determine the infrastructural development level of your country.

Hands On: Analyze & Explore (Continued)

Next, facilitate a discussion and reflection with the following suggested questions:

Discussion Questions:

1. What were your scores?
2. Did you find it difficult deciding how to allocate your country's money?
3. What things did you find most important to invest more in? Why?
4. What things did you invest less in? Why?
5. Did you feel limited by your budget?
6. Why do you think some countries are not investing in certain types of infrastructure we have explored?
7. How is this activity reflective of the real world?

Consolidation: Reflect & Connect (30-60 Mins)

Activity 2: Innovation Around the World

Part 1: Innovations of Daily Life (10 Mins)

Begin with asking the question "What are some innovative breakthroughs that improve your daily life?" This question is to begin brainstorming how some of the simple day-to-day things that we use were once incredible innovative inventions solving real world problems.

The next slide lists some examples of these breakthroughs, such as:

- Electricity
- The Light Bulb
- Toilet
- Airplane
- Automobile
- Television
- Smartphone
- Others!

Next, ask students:

1. What problems were these inventions trying to solve?
2. How do they make our lives easier today?

Part 2: Social Innovation in Uganda (25-30 Mins)

SINA (The Social Innovation Academy) is a Ugandan organization promoting entrepreneurship and social innovation amongst marginalised youth. They hope to promote sustainability and provide employment through creative innovations. Insight also partners with SINA.

Break students into groups of 3 or 4 students. This can also be done individually.

Direct students to this link: <https://socialinnovationacademy.org/explore/enterprises/>

Students should now follow along with the Activity 2 Worksheet.

Instructions:

1. In groups or individually, explore various enterprises created by students at SINA.
2. Choose 3 enterprises. On the worksheet, identify the problem that each enterprise is attempting to address. Identify why they are effective.

Consolidation: Reflect & Connect (10 Mins)

Lastly, engage the class in a discussion with the following suggested questions:

1. How are industry, infrastructure and innovation interconnected as concepts?
2. Budget restrictions are prevalent in all communities. How can communities budget most effectively?
3. What was your favourite innovation that was developed at the Ugandan Social Innovation Academy? Why?
4. How can innovation promote international development, and address global issues?

Optional Extension (30 Mins)

(Optional Extension) Part 3: Innovating for your Local Community

Now that students have an idea of what Social Innovation can look like in Uganda, they can explore how social innovation could solve problems in their own community. Continuing to follow along with the worksheet, students should move through the following questions. These questions loosely model a “Design Thinking” process, encouraging students to think through many aspects of their innovation, and challenge whether it truly addresses the problem it was intended to address.

1. Identify a problem in your community
2. Define why it is a problem
3. Ideate ways that problem could be solved
4. Design / innovate a solution to the problem.
5. **Reflect:** How does your innovation solve the problem? Does it really solve the problem? Why or why not?

Extensions for Further Learning:

1. [Report on SDG 9 \(explaining each target\).](#)
Option to provide as pre-reading for Activity 1.

Modifications:

- Activity 1 and 2 can be completed in groups or individually depending on the style of learning.
- Groups, for various reasons can be up to teacher discretion.
- Teachers could guide students through the SINA website (Activity 2) and work through examples as a class.

Definitions	
Industry	A distinct group of productive or profit-making enterprises, or manufacturing activities.
Infrastructure	Structures and facilities necessary for the functioning of a society, such as roads, waterways, or cellular towers.
Innovation	The development of new products, designs, or ideas.
GDP	Gross domestic product (GDP) is the total monetary or market value of all the finished goods and services produced within a country's borders in a specific time period
GNI	GNI is the total amount of money earned by a nation's people and businesses. It is used to measure and track a nation's wealth from year to year. The number includes the nation's gross domestic product plus the income it receives from overseas sources (ie. economic aid).
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10

Reduced
Inequalities

Lesson: Goal #10

Reduce inequality within
and among countries

Lesson Overview | Goal #10

Lesson Description:

This lesson will encourage students to explore various inequalities that exist in the world, and how they impact the lives of those who experience them. Reducing inequality is a concept that exists at the heart of many development theories and while Goal 10 largely focuses on income inequality, inequalities in gender, sexual orientation, ethnic origin, class, etc. are all interconnected. Through a simulation “job search” game, students will gain insight into how a variety of inequalities can cause setbacks for individuals.

Guiding Questions:

1. What inequalities exist in our world today?
2. How are inequalities interconnected?
3. How can I work to reduce inequalities in my community?
4. What is the difference between equity and equality?

Learning Goals:

1. I can list some of the inequalities that people face in the world today.
2. I understand why various inequalities are interconnected, and how income inequality impacts various aspects of life.
3. I can define equity and equality.
4. I can name a few ways that I can work to reduce inequalities in my community.

Materials:

- Projector with the ability to play sound
- [Goal 10 Powerpoint](#)
- Job Search Scoresheet [Online Compatible](#) or [Printed](#)
- Dice or [online dice](#)
- Extension Activity: [Global Income Inequality Worksheet](#)

Subjects:

This lesson will be well-suited for:

- Social Studies (Geography, Human Geography, History, Law)
- Geography
- Civics and Careers / Career Education
- Social Justice

Action Plan:

Minds On: Hook (Time Allotment)

This activity is to get students brainstorming about the impacts of inequalities in our world.

[Play this video by a UN Expert](#)

Facilitate a brainstorm on the following questions. This can be done individually, in groups, or as a class.

1. What are different examples of inequality? (ie. Gender Inequality)
2. What impact do inequalities have on those who experience them?

<ul style="list-style-type: none"> • Class • Ethnic Origin 	<ul style="list-style-type: none"> • Sexuality • Age 	<ul style="list-style-type: none"> • Income • Gender 	<ul style="list-style-type: none"> • Health • Others...
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Hands On: Analyze & Explore (Time Allotment))

This activity simulates a hypothetical “job search.” Through each step of the job search, various inequalities are presented that may or may not hinder you in finding a job.

Distribute the Job Search worksheet online or as a handout.

**Teachers should note that some sensitive topics may be brought up in this exercise (ie. unique names and language skills in job applications). We advise you read through this activity and slides before presenting to your class.*

Instructions:

1. Students will receive a worksheet and a dice.
2. Scenarios will be displayed on the board - read them aloud for each step.
3. In each step, students will roll a dice. If you roll 1-3, you experience the inequality. If you roll 4-6, you do not.
4. Note the score that you rolled - Online, click the correct checkbox. Printed, note down your score.
5. If you experienced inequality, you have the option to roll and try and decrease your inequality (explained in slides as well). If you roll 3, you successfully reduced your inequality and gain 3 points. If you roll any other score, you get 0. Online, check the box if you decrease the inequality. Printed, note your score (0 or 3) on the score sheet.
6. Complete this process for each of the 11 steps, reading the scenarios from the slides each time.
7. After the 11 steps, calculate a final score and find out what job you were hired for.
8. The goal is to gain the most points, and the highest status (highest paying) job.

**Students will check the box of the score that they rolled, and input their scores in the orange boxes.*

Hands On (Continued...)

Discussion:

1. Which steps had the largest impact on your final job?
2. Throughout this lesson, what have you learned about inequalities?
3. How could a hiring manager ensure that inequalities are not perpetuating through the hiring process?
4. What actions can we take to reduce inequalities in our community?

Consolidation: Reflect & Connect (Time Allotment)

This exercise encourages students to compare the ideas of Equity and Equality. Critically thinking about the similarities and differences can lead to deeper strategy in developing effective policies in reducing inequalities.

Facilitate a brainstorm, encouraging students to define the terms Equity vs. Equality.

- Prompt with "What are the similarities and differences?"

Show students the image representing Equity and Equality. Ask:

- How does this image represent Equity and Equality?

The next slide will define Equity and Equality.

- Equality = Each individual is given the same opportunity. Not all benefit equally.
- Equity = Different opportunities are given depending on an individual's circumstances. Each individual experiences the same outcomes.

[Watch this Video : Global Wealth Inequities](#) (For more on this topic, complete the Extension Activity)

Extension Activity (20 Mins)

Global Income Inequality

*Option to complete at home

Facilitate a brainstorm/ discussion on: How can we measure global inequality?

Break students into groups of 3 and distribute worksheet.

Introduce and define the Gini Coefficient (in slides). The Gini Coefficient is a common way of defining inequality by comparing income inequalities in a particular country to that of a perfectly equal country. A coefficient of 0 = perfect equality, a coefficient of 100 = perfect inequality.

[Hand out worksheet for students to complete.](#)

Extension Activity (Continued...)

Direct students to this resource and instruct them to explore the map:

<https://ourworldindata.org/grapher/economic-inequality-gini-index?time=2013&country=~MEX>

Students can hover their mouse over various countries to view their Gini Coefficient scores. If students click on a country, they can see how that gini coefficient changed over time. To get back to the map view, click the tab titled “map.” The timeline can also be seen at the bottom of the map, on a sliding scale.

Discussion:

1. What did you find surprising when exploring this map of the Gini Index?
2. Why is it beneficial to have an economically equal society?
3. Based on the Gini Coefficient, does economic equality equate to economic development?
** Note that the United States, well known for being a wealthy and highly developed country, has a similar Gini Coefficient to the Democratic Republic of Congo, one of the least developed countries in the world.*

Extensions for Further Learning:

[Why Your Name Matters - New Yorker Article](#)

Modifications:

- The Job Search could be completed in pairs or small groups to provide additional support.
- The extension activity could be led as a class, with general discussions based on the questions listed on the worksheet.

Definitions	
Equity	Different opportunities are given depending on an individual's circumstances. Each individual experiences the same outcomes.
Equality	Each individual is given the same opportunity. Not all benefit equally.
Gini Index	<p>Measurement of inequality based on the distribution of income among individuals or households within a country.</p> <p>A country's income distribution is compared to the income distribution of a hypothetical, perfectly equal society. Dividing these two measurements creates the Gini Coefficient.</p> <p>A value of 0 represents perfect equality. A value of 100 represents absolute inequality.</p>
Inequality	The state of not being equal - especially in status, rights and opportunities.
Income Inequality	Income inequality refers to how unevenly income is distributed within a population.
References	
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11

Sustainable Cities
& Communities

Lesson: Goal #11

Make cities and human settlements inclusive, safe, resilient and sustainable

Lesson Overview | Goal #11

Lesson Description

The global rise in population and industrialisation has led to the development of more and more cities over the last few hundred years. More than half of the world now lives in urban areas, and this number will continue to grow by 3 billion people by 2050. Urban areas produce 60% of the world’s GDP, and provide a space for improved economic growth, job availability, social mobility, education, and health services. However, cities also tend to foster inequalities that lead to poverty and marginalisation, along with accounting for 70% of global resource use and 60% of CO2 emissions. Goal 11 aims to “make cities and human settlements inclusive, safe, resilient and sustainable”. In this lesson, students will explore various aspects of sustainable cities while being challenged to design hypothetical sustainable urban areas of their own.

Guiding Questions:

1. Why are cities built the way that they are?
2. What are the pros and cons of urbanisation?
3. What factors make a city more sustainable?
4. How does Vancouver compare to other global cities in various aspects of sustainability?

Learning Goals:

1. Students can list a few pros and cons of urbanisation.
2. Students can explain each factor of more sustainable cities (Planet, People, Profit), and why they are important.
3. Students can compare Vancouver’s sustainability initiatives to other cities.
4. Students can name an example for how their home city could become more sustainable.

Materials:

1. A projector and screen with sound capabilities
2. [Goal 11 Powerpoint](#)
3. At least one laptop/device per group of 5
4. [Activity 1 & 2 Worksheet \(one per group\)](#)
5. [Arcadis Sustainable City Resource](#)

Subjects:

- Science
- Civics and Careers / Career Education
- Social Studies (Geography, Human Geography, History, Law)
- Social Justice

Action Plan:

Minds On: Hook (15 Mins)

Class Brainstorm: What is a City?

1. Facilitate a brainstorm on the question “What is a City?”. Ask students what they think of when they think of a city. This can be done in groups, with students writing down their answers, or as a free-form full class discussion. Prompt with questions like “Why do people live in cities?” or “What would make someone move to a city?”.
2. Next, ask students the question “Are cities sustainable?”. As a class, brainstorm a list yes vs. no. Write down on a whiteboard or flipchart paper.
3. Watch [The Paper City](#).
*note that the narrator speaks quickly. ESL students may need support or subtitles.
4. Facilitate a further class discussion on the following questions:
 - a. What challenges were faced in the Paper City?
 - b. How were these challenges overcome?
 - c. Has watching “The Paper City” changed your view on cities?
 - d. What is a Sustainable City?

Hands On: Analyze & Explore (60-90 Mins)

Activity 2: Unpacking the Sustainable City (30 Mins)

This activity will utilise the Arcadis Sustainable City Resource to compare a variety of cities across the globe that excel in various aspects of sustainability. By breaking down sustainability into 3 factors: Planet, Profit and People, students will be able to grasp the complexities of building a sustainable city while comparing various large global cities.

1. In groups of 4-5, direct students to the [Arcadis Sustainable Cities Resources](#).
2. Give the groups a few minutes to explore the resource and understand its features.
3. Next, assign each group a set of 3 cities. Each group will compare two cities to Vancouver. If Vancouver is not your school’s city, sub Vancouver for the nearest city to you!
4. Each group should find their three cities on the national geographic resource. As they are searching, ask students to think about the following questions:
 - a. How does each city compare to the other cities on the continent?
 - b. How do the cities compare to each other?

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Vancouver	Vancouver	Vancouver	Vancouver	Vancouver	Vancouver
Zurich	Copenhagen	Seoul	Sao Paulo	Sydney	Vienna
Dubai	Hong Kong	New York	London	Singapore	Cape Town

Hands On: Analyze & Explore (Continued...)

4. Ask students to click on their 3 assigned cities. Then, they should fill out the worksheet for Activity

Facilitate a class discussion with the following suggested questions:

1. Which city was the most sustainable of the 3 that your group researched?
2. Were you surprised by any of your findings?
3. Which category or subcategory of sustainability is most important?
4. Do you think that measuring people, planet and profit is a fair measurement of sustainability?

Activity 2: Designing a Sustainable City

This activity will encourage students to think critically about urban planning and what it means to be a sustainable city by designing their own.

1. Split students into groups of 4-5. Each group should have the worksheet for Activity 2.
2. Each group will map their own sustainable city, considering many factors of People, Planet and Profit that create a sustainable city. Each of these factors must be considered, and are listed on the worksheet.
 - a. Roads & Transportation Options
 - b. Food Access
 - c. Energy Production
 - d. Waste Management
 - e. Businesses / Economic Activity
 - f. Residences (for families of mixed sizes)
 - g. Safety Measures (natural disaster measures, etc.)
 - h. Green Spaces
 - i. Water Systems
 - j. Community Resources
3. Students can be creative in how they choose to display their sustainable city, however they must include all of the following. Consider encouraging group members to split up the various factors and tackle them as "specialists."
 - a. Encourage students to think about not only what resources and amenities are available in the city, but how the city is planned and laid out.
4. After 20 minutes, each group will have 2 minutes to present their sustainable city to the class, and an opportunity for follow up questions from previous groups. Plan your presentation around the following questions:
 - a. Why is your city sustainable?
 - b. What aspects of people, planet and profit have been considered?

Consolidation: Reflect & Connect (Time Allotment)

**This activity can also be an optional extension.*

Vancouver had planned to become the greenest city in the world by 2020. While this goal has not necessarily been met, progress has been made.

1. Watch [This Video](#) (5:23) to take a look at the greenest city action plan.
2. Drawing on the factors of a sustainable city that we read about in the data in activity 2, how could Vancouver improve on their goal to become the greenest city in the world?
3. In groups, brainstorm one example of an improvement that could be made for each category, to progress Vancouver towards its goal of becoming the greenest city in the world.
 - Planet
 - People
 - Profit

Discussion Questions:

1. Is it possible to be the greenest city in the world? How would it be measured?
2. What does it mean to be a sustainable city?
3. What do you think is the most important factor in designing and planning a sustainable city?

Extensions for Further Learning:

- [Akon City: Celebrity “Akon” builds a sustainable & futuristic city.](#)

Modifications:

What can teachers do to support students with Additional needs or English Language Learners?

- The teacher could explore the National Geographic Sustainable Cities resource on a projector in front of the whole class.

Definitions	
City	Large settlement with a high population density.
“People” Sub-Index	Quality of Life: The People sub-index rates health (life expectancy and obesity), education (literacy and universities), income inequality, work-life balance, the dependency ratio, crime and housing and living costs.
“Planet” Sub-Index	Green factors: The Planet sub-index ranks cities on energy consumption and renewable energy share, green space within cities, recycling and composting rates, greenhouse gas emissions, natural catastrophe risk, drinking water, sanitation and air pollution.
“Profit” Sub-Index	Economic Health: The Profit sub-index examines performance from a business perspective, combining measures of transport infrastructure (rail, air and traffic congestion), ease of doing business, tourism, GDP per capita, the city’s importance in global economic networks, connectivity in terms of mobile and broadband access and employment rates.
Urban Sprawl	Unplanned low-density development surrounding an urban area that often starts as rural land. Also called suburban sprawl.
Urbanization	Process in which there is an increase in the number of people living and working in a city or metropolitan area.
References	
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12

Responsible
Consumption &
Production

Lesson: Goal #12

Ensure sustainable
consumption and
production patterns

Lesson Overview | Goal #12

Lesson Description:

Sustainable consumption and production is about living a sustainable lifestyle where we consume less and produce less waste. While this UN goal focuses broadly on all forms of waste -everything from food waste to electronic waste- this lesson is going to take a particular look at clothing production and the waste generated by the 'fast fashion' industry. Students will be asked to critically evaluate popular brands, as well as their own consumption and disposal habits.

Guiding Questions:

1. What is a supply chain? How can I evaluate these steps along a supply chain?
2. What is fast fashion? What are some of the impacts of fast fashion?
3. Are the brands I support sustainable?
4. How can I make more sustainable choices?

Learning Goals:

1. I am able to explain the impact of steps along a textile supply chain.
2. I am able to evaluate choices made along the supply chain considering social, environmental and economic factors.
3. I am able to identify examples of fast fashion and critically evaluate brands that I wear.
4. I am able to identify strategies to make more sustainable choices.

Materials:

- A white board, black board or flip chart paper
- A powerpoint and projector that can display video with sound
- [Goal #12: Lesson Presentation Powerpoint](#)
- Student Handouts: (Printed version or digital version on computers)
 - [The Price is Right Handout](#)
 - [Supply Chain Challenge Tracking Sheet](#)
 - [Check your Chain Handout](#)

Subjects:

This lesson will be well-suited for:

- Social Studies (Geography, Social Justice)
- Business (Economics, Marketing, Entrepreneurship)
- Social Justice

Action Plan:

Minds On: Hook (10 - 15 Minutes)

In the game show “The Price is Right”, contestants have to guess the cost of an item without guessing over the true value. In this introductory activity, students will be given the complete price of the Basic Cotton T-shirt and will have to guess how this value is broken down along the supply chain.

1. Review the instructions on slide #5 & 6.
2. Distribute the [Price is Right Challenge Handout](#) (physical or digital copies).
3. Independently or in small groups, have students estimate the value that they think is attributed to each step along the supply chain.
4. Give students 3-4 minutes to discuss and record their guesses.
5. Once everyone is done, review the actual results with students found on slide #8.

Discussion Questions:

- Were you surprised by this supply chain example? Why/Why not?
- Do you think this is fair? Why/ Why not?
- How do you think poor distribution on the supply chain might impact the worker? Their communities? The environment?
- What could be done to make this process more equitable?

Video: My Cotton T-shirt from Field to Wardrobe [Watch Full 2:41]
<https://traid.org.uk/my-cotton-t-shirt-from-field-to-wardrobe/>

Teachers may want to highlight: *This video is produced in the UK, however due to the globalization of our supply chains, any of the production processes mentioned here are the same or similar in Canada.*

Hands On: Analyze & Explore (40 - 50 Minutes)

Have students make supply chain decisions and see how their decisions impact Environmental Costs, Social Costs, and Customer Costs. Then make this lesson personal for your students by allowing them to evaluate the practices of brands and companies they like.

Activity #1: Supply Chain Challenge

1. Distribute digital or printed copies of the [Supply Chain Choice Challenge](#).
2. Review the activity overview and instructions together as a class using the [Powerpoint](#) (See Slide #12 - 14)
3. Break students into small groups of 3-4 and assign them one of the Profiles on slide #15. Have students write their Retail Value and Final Seller Mark-up Goal into the top of their tracking sheet. See example below:

Insight Supply Chain Choice Challenge
 SDG 12: Sustainable Production and Consumption

YOUR BUSINESS	
Retail Price:	
Target Final Seller Mark-up:	
Costs & Score Summary	
Total Production Cost:	\$0.00
Available for Final Seller Mark-Up:	#DWOT
Goal:	Value to Customers:

Hands On: Analyze & Explore (continued)

- Each round, there will be a slide that outlines “Description of Options” and “Points”, starting with round #1 on slide # 16. Read the slide aloud to the class and give students one minute to weigh the options before making their decision.
- Once students have made their selection, advance one slide to reveal the points for that round. For round #1, this is slide #18. Students must record their point values in the table. If they are using the digital copy this will fill automatically.

Step on Supply Chain	Description of Options Available	Choice	Impact (Value to Customers, Social Impact, Environmental Impact)	Production Cost
 Raw Materials	You have found two cotton farms. One is a small organic farm that is working towards a fair trade certification located in the United States. The other is a large farm complex located in Northern India that uses pesticides to improve crop yields. They pay their workers a fair wage, but because the cost of living is much lower, they are able to offer you a lower price per ball of cotton than the farm in the United States.	Option A: Small Organic Farm in the US <input type="checkbox"/>	Value to Customers: 0	\$0.00
			Social Impact: 0	
			Enviro Impact: 0	
		Option B: Large Farm Complex in India <input type="checkbox"/>	Value to Customers: 0	\$0.00
	Social Impact: 0			
	Enviro Impact: 0			

Note: Allow students time to read through the explanations on the points slide. These details will provide context to guide the conversation following the activity. Remind students that similar to the supply chain we just reviewed, items closer to the end of the supply chain are usually more expensive!

Discussion Questions:

- Were you surprised by any of the impacts along the supply chain? What other considerations might add value to customers or have a social or environmental impact?
- Were you able to achieve your final seller markup? Why/Whynot?
- Who had the highest Final Seller Mark-up? Who had the highest positive Choice Impact Scores? Why do you think these groups were more successful?

Activity #2: Check your Chain

*Note: This can be assigned as homework depending on the length of in-class time available.

- Have students work independently or in small groups to explore the sustainability practices of some of their favourite clothing brands using the companies website.
- Using the [Check your Chain](#) worksheet, students will gather information on:
 - Value to Customers
 - Environmental Impact
 - Social Impact

Discussion Questions:

- Were you able to find answers for all of the questions? Were you able to find a Corporate Social Responsibility report for your brand?
- Did you walk away from this exercise with a better understanding of the brand/ chain?
- What did you notice about the language used by companies? Was it clear or vague?
- Does this impact your opinion about the value of the product? Why/Why not?

Note: If you attend a uniform school, you may want to assign one group to explore the uniform supplier. Attached here is the 2018-2019 [Corporate Social Responsibility \(CSR\) Report](#) from McCarthy, one of the largest uniform suppliers in Canada.

Consolidation: Reflect & Connect (Time Allotment)

Watch Video: [The Economist - The Cost of Fast Fashion](#) [Watch Full 6:42]

Brainstorm: What are some other ways we can disrupt the Fast Fashion Supply Chain?

Note: Allow students to reflect on options they saw in the video as well as explore other local options (Shopping at consignment stores, repurposing older items, clothing swap events, etc).

Discussion Questions:

- Being able to shop sustainably is a privilege. Do you agree or disagree?
- What are some of the pro’s and con’s of fast fashion?
- What are some of the pro’s and con’s of sustainable fashion?
- How can we make sustainable brands more accessible?

Check out: Good on you - <https://goodonyou.eco/>

Extensions for Further Learning:

Watch: Less Stuff More Happiness [Watch full 5 mins]
https://www.ted.com/talks/graham_hill_less_stuff_more_happiness

Discussion:

- Graham Hill says that we Americans have about 3 X the amount of space that we did 50 years ago. Would you be able to live in 1/3 the space you currently do?
- Do you have boxes like the ones in the video? Do you know anyone else who does?
- In his speech, he outlines 3 tips to reduce our consumption: *Edit Ruthlessly, Think Small, and Make Multifunctional*. Have you (or your family) used any of these strategies before?
- What aspects of your lifestyle could you most easily edit and how would you do it? (Example: Switch to online video games vs. physical games).

Modifications:

- Strategic grouping/pairing of students will allow for all students to participate in activities.
- Provide a list of Key Vocabulary (listed on the next page) prior to the start of the lesson for students who need more guided support.
- When watching videos in class, add subtitles or watch at a reduced speed to support language learners.

Definitions	
Corporate Social Responsibility (CSR)	Corporate social responsibility (CSR) is a self-regulating business model that helps a company be socially accountable. To engage in CSR means that, in the ordinary course of business, a company is operating in ways that enhance society and the environment, instead of contributing negatively to them.
Fair Trade	Fair Trade means that all steps along the supply chain support farmers and workers as they work to improve working conditions and their communities. Items that have the Fairtrade logo are produced by small-scale farmer organizations or plantations that meet Fairtrade social, economic and environmental standards.
Fast Fashion	Fast fashion is the process of creating cheap, trendy clothing without thoughtful consideration for impacts along the supply chain. It forms a key part of the toxic system of overproduction and consumption that has made fashion one of the largest polluters in the world.
Mark-up	Mark-up determines how much money is being made on a specific item relative to its direct production costs.
Retail Chain	A Retailer Chain refers to a store that sells the same or similar products at multiple locations all managed by one centralized business. Two of the largest retailer chains in the world are Inditex (owner of Zara) and H&M.
Supply Chain	A Supply Chain is the sequence of processes involved in the production and distribution of a good. This includes everything from sourcing the raw materials to shipping and distributing the final product to consumers.
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13

Climate
Action

Lesson: Goal #13

Take urgent action to combat climate change and its impacts

Lesson Overview | Goal #13

Lesson Description:

Climate change is one of the most pervasive threats that the earth currently faces, making climate action more important now than ever. In this lesson, students will gain a deeper understanding of the science and impact of climate change. Through a decision based simulation game, students will attempt to balance the needs of a population, the economy and the environment while attempting to avoid raising the global temperature above 2°C (a global environmental threshold).

Guiding Questions:

1. What is Climate Change and how does it impact the planet?
2. What are some of the key contributors to climate change?
3. What are some effective ways to mitigate climate change?
4. How are various countries and populations differently impacted by climate change?

Learning Goals:

1. Students understand the basic science behind climate change.
2. Students can explain some key contributors to climate change.
3. Students can list some effective ways of mitigating climate change.
4. Students can explain why various populations are differently impacted by climate change.

Materials:

1. A screen and projector with video & sound capabilities.
2. [Goal 13 Powerpoint](#)
3. Climate Control Score Sheet: [Online](#) or [Printed](#)
4. If using online scoresheet, student groups will need computers.

Subjects:

This lesson will be well-suited for:

- Social Studies
- Science Classes
- Business
- Social Justice

Action Plan:**Minds On: Hook (15 Minutes)**

As a class, facilitate a brainstorm on the question “what is climate change?”. Option to build a mind map about climate change.

Watch this [Bill Nye Video on Climate Change](#) (4:09)

After watching the video, facilitate a discussion on the following questions:

- What causes climate change?
- What does climate change look like?
- Who is affected by climate change?

Teachers may want to highlight: while students may not see the impacts of climate change every day, the effects are disproportionately felt by the global south and remote communities (small island nations, etc). These communities also often contribute less to climate change.

Hands On: Analyze & Explore (30 Minutes)**Activity #1: Climate Control**

In this activity, students will represent a fictional country, and make decisions that may or may not contribute to climate change. Each country is developing and while the population has all of their basic needs met (food, water, shelter), the citizens have changing wants and needs.

Students are challenged to make decisions and balance the wants and needs of their citizens (social impact), the environment (environmental impact) and the economy (economic impact) while avoiding a global temperature increase of more than 2 degrees (a global climate threshold to be unpacked in a video to follow).

Objective: Make choices for your population in order to;

1. Gain a score of 12 or higher in the Social, Environmental and Economic categories.
2. Control your climate (do not exceed a 2°C temperature increase)

Students win if they achieve both of the above rules. If they do not, they fail.

Instructions:

1. In a series of 10 rounds (following the activity scoresheet and slides), students will make choices that will best suit the needs of your citizens, the economy and the environment.
2. The impact on the earth’s temperature will only become apparent once a choice has been made.
 - a. The online compatible worksheet will show social, economic, environment and temperature impacts after choices are made.
 - b. The slides have these impacts hidden with an animation. If using print scoresheet, Instruct students to copy down the impact scores.

Hands On: Analyze & Explore (Continued)

- At the end of the game, instruct students to sum their Social, Economic and Environment scores (or read the automatically summed score on the online score sheet).
- Find the total sum of the temperature increases (or read the automatically summed temperature increase on the online score sheet).

Students win if they 1) gained 12 or more points in each category and 2) did not raise the global temperature by 2°C/

How to use the scoresheet:

Online Version:

- Students can read each scenario, and check the box associated with their choice.
- Students should continually assess their Social/ Econ /Enviro impact scores and weigh the pros and cons accordingly to make their choice.
- The impact of their choices will only appear once the box is checked.

Print Version:

- Students choose which option will suit their population best.
- After they choose, the powerpoint slides will tell them the impact values. Students write those values in the associated boxes.
- Students manually sum each total value at the end of the game.

Subject	Need/Want	Options	Choice	Impact (Social, Environment, Economic)	Impact (Temperature in °C)
Energy Production	Your citizens want a readily accessible source of electricity.	Option A: Invest in clean energy sources like wind and solar.	<input type="checkbox"/>	Social: 0 Econ: 0 Enviro: 0	0
		Option B: Use inexpensive fossil fuel sources.	<input checked="" type="checkbox"/>	Social: 1 Econ: 2 Enviro: 0	0.5

- Online Version:* A summary of student's ongoing scores and temperature is listed in the summary box (to the right)
- Print Version:* Students should sum these scores manually to determine if they succeeded or not.

Score & Temperature Summary		
Thermometre: (do not exceed 2°C)		0.5
Score 12 for each category	Social Score:	1
	Economic Score:	2
	Environmental Score:	0

In small student groups or as a full class, facilitate a discussion on the following questions:

- How much did your choices raise the global temperature?
- Which decision had the biggest impact on your final temperature? Why do you think this would be the case in real life?
- What are your final Social / Economic / Environment Scores?
- Was it difficult to gain 12 points in all 3 categories while not impacting the global temperature?
- Did your choices tend to favour one category more than others (Econ, Social or Enviro)? Why or Why not?
- How can this activity be related to the real world? Do you think the real world attempts to balance Social, Environmental and Economic impact?

Hands On: Analyze & Explore (Continued)

Teachers may want to highlight: This game has been designed to highlight the interconnectedness of the environment, economy and social good. Our actions and choices have impacts that may be unexpected and it is difficult, yet necessary to prioritise each category. The fact that we do not always know the impact of our choices before we make them can lead to problems. As countries continue to develop, choices and sacrifices continue to be necessary in order to keep the people, the environment, and the economy happy and healthy.

Play [this video](#) (3:55) explaining the impact and significance of a 2°C global temperature increase.

Consolidation: Reflect & Connect (20 Minutes)

This activity highlights the unique case study of Bhutan, which is not only carbon neutral, but carbon negative. It also highlights how populations across the world are differently impacted by climate change.

Watch the first 10 minutes of [this video](#) by the Prime Minister of Bhutan.

Facilitate a discussion with the following suggested questions:

1. What did you learn from this video?
2. Why is Bhutan carbon negative?
3. What lessons can the rest of the world take from Bhutan to reduce their carbon footprint?
4. What aspects of Bhutan’s climate action are exclusively useful to Bhutan?
ie. Bhutan’s geography and culture play a large role in the climate efforts they have made.
5. Why is Bhutan impacted by climate change, even when they do not contribute to it?
6. How is Bhutan’s Happiness index related to their climate success?

Additional discussion questions:

1. What habits can you change to reduce your impact on climate change?
2. How is your community working to mitigate climate change?
3. How can your community do more to mitigate climate change?
4. What barriers are preventing your community/city/community from taking further action on climate change?

Extensions for Further Learning:

1. Carbon Footprint Calculators:
 - [Carbon Calculator Quiz](#)
 - [Carbon Calculator Quiz 2](#)
2. National Geographic Film: [Before the Flood](#)

Modifications:

- Students can complete the climate control activity in groups, or it can be performed as a class (entire class can vote to make their choices).
- Discussions and reflections can be held in small groups, or as a full class.

Carbon Footprint	The amount of Carbon Dioxide emissions associated with the activities of person, or other entity.
Carbon Negative	Where an entity offsets more carbon dioxide emissions than they produce.
Carbon Neutral	Where the net amount of carbon dioxide or other carbon compounds emitted into the atmosphere is reduced because it is balanced by actions that reduce or offset these emissions.
Carbon Offset	an action or activity (such as the planting of trees or carbon sequestration) that compensates for the emission of carbon dioxide or other greenhouse gases to the atmosphere
Deforestation	The action or process of clearing forests.

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14

Life Below
Water

Lesson: Goal #14

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Lesson Overview | Goal #14

Lesson Description:

Seafood is the primary source of protein for approximately 1 billion people worldwide. In order to meet this increasing demand, approximately 1/3 of the world fish stocks are overfished ([Oceanwise,2019](#)). While conservation and the protection of Indigenous rights is a growing concern, many countries, including Canada, have continued to expand their fisheries in pursuit of profit and job creation.

In this lesson, students will examine the challenges of working in a natural resource industry in an interactive simulation. The object of the game is to create the most profitable business in traditional fishing or aquaculture and will allow students to uncover the tragedy of the commons as we explore the problems with overfishing.

Guiding Questions:

1. What is happening to the world’s fish populations? What role does Canada play in regulating this?
2. What factors impact government and private corporations decisions on regulating natural resources?
3. How can we manage the use of natural resources more sustainably?

Learning Goals:

1. Students are able to identify the relationships between fish populations and business decisions.
2. Students are able to compare and contrast the operations of pacific, atlantic and freshwater fisheries.
3. Students are able to explain the tragedy of the commons/problem with open access.

Materials:

- A white board, black board or flip chart paper for brainstorming
- A powerpoint and projector that can display video with sound
- [Goal 14: Lesson Presentation Powerpoint](#)
- Activity Resources: (printed or digital version on computers)
 - [Student Guide \(one per student group\)](#) - Printed or Digital version
 - [Business Tracking Sheet \(one per student group\)](#)- Digital version
 - [Business Tracking Sheet \(one per student group\)](#)- Printed version

Subjects:

This lesson will be well-suited for:

- Business (Economics, Entrepreneurship)
- Social Studies (Geography, History, Law and Society)
- Science (General, Environmental)

Action Plan:**Minds On: Hook (10 - 15 Minutes)**

This is intended to activate prior knowledge that student may have around resources management, sustainability and how businesses work. Throughout today's lesson, students will be challenged to think of how businesses balance their goals while seeking to make a profit in the resource sector.

Watch the Video: "Fisheries for the Future" [Watch full 1 mins]

<https://www.youtube.com/watch?v=A0815dimmEI>

Think- Pair- Share: (10 mins)

Have students independently think about each of the following questions:

- What makes a business successful?
- What makes a business sustainable?
- Are fisheries a renewable or nonrenewable resource?

After a couple of minutes thinking independently have students share their thoughts a partner or small group. Finally have each group share key ideas with the class.

Teachers may want to highlight: *Business success is often measured in revenue (or profits) which seek to maximize output. This approach is often at odds with sustainability, especially in the natural resource sector. The fish in our world's oceans and lakes are a renewable resource (in the same way that forests are considered renewable), however fish populations take a long time to regenerate if they are exploited.*

Hands On: Analyze & Explore (50 - 60 Minutes)

Approximately 72,000 Canadians make their living directly from fishing with thousands more working in fishing-related activities such as processing, packaging and exports of this valuable resource. So, while conservation is a top priority, Canada also continues to support economically prosperous fisheries.

In this activity, students will be starting your own fishing business and learning about some of the benefits and challenges of working in a natural resource industry. The object of the game is to create the most profitable business in traditional fishing or aquaculture.

Activity: Go Fish Business Challenge

1. Have students get into small groups of 3-5 (or assign groups). Assign each group a location. (*Key information about each location, including their starting budget, loan eligibility, and what types of fish can be caught in their area can be found in the Student Guide*).
2. Distribute printed or digital copies of the [Student Guide](#) for the Go Fish Business Challenge and give students 5 minutes to read through the full page on their own, or review it together as a class.
3. Distribute digital copies of the the business [Tracking Sheet](#) (1 per group).

Hands On: Analyze & Explore (continued)

4. Review the instructions on slides 8 to 11.
5. Using this information teams will have 10 minutes to review their profile and create a plan of action of how they would like to use their resources in order to start a traditional fishery or start an aquaculture farm. During this time students should:
 - Complete their Business Profile based on location assigned (*fill in all cells in yellow*)

Business Profile:	
Location:	
Types of Catch:	
Starting Grant:	
Total Loan Eligibility:	
Total Available to Spend: (starting grant +loan)	\$0.00

- Decide on what you want to purchase and input all equipment purchases in the Capital Expenses table (*fill number of units in yellow cells*)

Capital Asset Expenses						
Instructions: In the table below, select the physical assets you would like to purchase in order to start your fishing business. You must make a minimum purchase in order to begin generating revenue. Physical Assets only need to be purchased once and can be used each round (You do not need to buy a new boat each time you go fishing). You can add to your stock of physical assets in later rounds if you would like to grow your business, but you only receive the benefit after the purchase.						
Category:	Item(s):	Description:	Cost:	# of Units Purchased:	Total Cost:	
Traditional Fishing Investments	Small-sized Boat	You can cast 2 nets per trip. Requires 2 workers (\$400 per turn)	\$7,500.00			\$0.00
	Medium Sized Boat	You can cast 4 nets per trip. Requires 3 workers (\$600 per turn)	\$16,000.00			\$0.00
	Barge	You can cast 6 nets per trip. Requires 5 workers (\$1,000 per turn)	\$40,000.00			\$0.00
Aquaculture Investments	Fish Radar/ Tracking System	If you end up with less than \$1000 per boat, you add \$500.	\$4,000.00			\$0.00
	Small-sized Aquacultural Farm	You can harvest 1 yield per turn. Requires 2 workers (\$400 per turn)	\$25,000.00			\$0.00
	Medium-sized Aquacultural Farm	You can harvest 2 yields per turn. Requires 3 workers (\$600 per turn)	\$45,000.00			\$0.00
	Large-sized Aquacultural Farm	You can harvest 4 yields per turn. Requires 5 workers (\$1,000 per turn)	\$75,000.00			\$0.00
	Water Treatment System	This protects against an unhealthy fish harvest.	\$5,000.00			\$0.00
				Total Cost of Capital Assets		\$0.00
				Amount Spent from Loan (Debt)		\$0.00

6. Once students have completed their capital expenses table, begin round #1. Each round, there will be a slide with instructions starting with round #1 (slide #13). To find out the value to input to your revenue for each turn, click on the type of boat or aquaculture farm in use. To return once the scores are recorded, Click "Return to Round #". See example below.

Insight Sustainable Development Goals Curriculum

ROUND #1:
Fish stocks are healthy. Get ready to go fishing!
Input the number of workers that you require to operate your business (Ex: If you have 1 small-sized boat, you must pay 2 workers).
Once each team has input their wages, **Click** on the links below to find out what you caught/ harvested this round!

Small-sized Boat	Small-sized Aquaculture Farm
Medium-sized Boat	Medium Sized Aquaculture Farm
Barge	Large-sized Aquaculture Farm

Slide 32

Insight Sustainable Development Goals Curriculum

Round #1: Total Catch Per Small-sized Boat

North Haida Gwaii: \$ 1400
 Vancouver Island: \$ 1250
 Winnipeg: \$ 1200
 Killarney: \$1300
 Gaspé: \$1500
 Kensington: \$1800
 Robinson River: \$1000

Slide 13

Note: Teams cannot collect revenue unless they have invested in appropriate equipment and paid workers. For example, If they want to go fishing on a medium-sized boat, they must have purchase the boat as a capital expense AND pay 3 workers).

Hands On: Analyze & Explore (continued)

7. After each round, give teams a moment to evaluate their tracking sheet. They may want to purchase additional equipment (add one extra boat in capital expenses) or they may decide to continue with the same equipment they had from previous rounds.
8. Continue to repeat this process for up to 12 rounds or until the time is up.

Consolidation: Reflect & Connect (15 - 20 minutes)

Reflection Questions:

1. What was your ending balance after 12 cycles?
2. What was difficult about this exercise? Did this surprise you?
3. Was your decision making impacted by the decisions of other businesses utilizing the same resource? Why/Why not?
4. How did your company balance your goals of achieving a high profit and sustainability?

Video: "Will the Ocean Ever Run Out of Fish? [Watch full 4 mins]

<https://www.youtube.com/watch?v=WNdR808jMSA>

Extensions for Further Learning:

Video: "Tragedy of the Commons" [Watch full 3 mins]

<https://www.youtube.com/watch?v=WYA1y405jW0&t=60s>

Discussion:

- Oceans are not regulated by the government/ one country. Why is this a problem?
- How can we better manage the problem of Open Access?

Modifications:

- Strategic grouping/pairing of students will allow for all students to participate in activities.
- Provide a list of Key Vocabulary (listed on the next page) prior to the start of the lesson for students who need more guided support (especially if business terms are new to students).
- Model brainstorming or facilitate the Think-Pair-Share as a class.
- Play the videos at half speed and/or with captions.

Definitions	
Renewable Resource	Renewable resources can be renewed as they are used. An example is timber, which comes from trees. New trees can be planted to replace those that are cut down.
Non-renewable Resource	Non-renewable resources are resources that are finite (limited in volume) or those that millions of years to regenerate. An example fossil fuels supplies are shrinking and take millions of years to form.
Aquaculture	Aquaculture broadly refers to the cultivation of aquatic organisms in controlled aquatic environments.. The breeding and harvesting of plants and animals takes place in all types of water environments including ponds, rivers, lakes, the ocean and even some man-made “closed” systems on land.
Grant	An amount of money given by the government to a person or organization for a specific purpose that does not need to be repaid. (EX: a research grant or a student study grant).
Loan	An amount of money that is borrowed that is expected to be paid back with interest on the principal (initial) borrowing amount.
Capital Assets	Any resource owned or controlled by a business that are used in operations and have a lifespan extending beyond a single reporting period (Ex: new software, machinery, buildings)
Revenue	Revenue is the total income that a business has from its normal business activities, (usually from the sale of goods and services to customers).
Profits	The total financial gain earned from revenue once you subtract any direct expenses from producing the good or service (EX: Worker time or cost of goods sold (COGS).)
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15

Life On
Land

Lesson: Goal #15

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Lesson Overview | Goal #15

Lesson Description:

As the world's cities and suburban regions continue to expand with population growth, our world's terrestrial ecosystems are being threatened. While awareness and will to pursue conservation and protection is increasing globally, global forest cover is declining overall. From 2000 to 2020, forest area increased in Asia, Europe and Northern America, while significantly decreasing in Latin America, sub-Saharan Africa and South-Eastern Asia, driven by land conversion to agriculture.

In this lesson, students will examine the challenges of sustainable forest management in an interactive simulation. The object of this simulation is to understand the competing interests at play in managing a fictional forest region, Nozama.

Guiding Questions:

1. What factors have led to the degradation or destruction of forest ecosystems?
2. Can the impacts of destruction be reversed?
3. How can we protect terrestrial ecosystems?
4. How can we manage forests more sustainably?
5. Is it possible to have exponential growth (of the population and economy) in a habitat with limited resources?

Learning Goals:

1. Students are able to identify and explain some of the common causes of forest destruction.
2. Students are able to identify and explain ways that we can protect and manage terrestrial ecosystems (like forests) more sustainably.
3. Students are able to provide examples and explain the relationship between the economy and the environment.

Materials:

- A white board, black board or flip chart paper for brainstorming
- A powerpoint and projector that can display video with sound
- [Goal 15: Lesson Presentation Powerpoint](#)
- Activity Resources: (printed or digital version on computers)
 - [History of Nozama Story](#)- one per student
 - [Planning Nozama Board Game](#)- one per student/group
 - [Planning Nozama Student Guide](#)- one per student/group

Subjects:

This lesson will be well-suited for:

- Social Studies (Geography, History, Global Issues, Law and Society)
- Business (International, Entrepreneurship)
- Science (General, Environmental)

Action Plan:**Minds On: Hook (20 - 25 Minutes)**

This introduction will have students reflect on the motivations and causes of deforestation by looking at it through the lens of fiction before drawing examples from reality. Once students have unpacked the story of Nozama, they will be able to use their insights from the story as they move into the second activity.

Activity #1: A History of Nozama

1. Independently or in small groups, have student read the short story: [A History of Nozama](#)
Note: If you have students who could benefit from additional time reading, share this reading with students in advance of class.
2. Once students have complete the reading, have them think about and discuss the Discussion Question posted on slide 6.
3. Review the discussion questions together as a class.

Discussion Questions

- What are your initial reactions to this story?
- Why did the Nozama pursue a partnership with the T'sew?
- If you were a Nozama leader, what you have agreed with the conservationists or industrious groups?
- Do you think the T'sew nations treated the Nozama nation fairly?
- Forest were destroyed to gain access to Black Gold. What do you think Black Gold represented? What other resources threaten our forests today?
- What lessons can we take from the experience in Nozama?

Teachers may want to highlight: Students may be a little confused by the way that this story is written, but remind them it is based on reality. Some students might notice that Nozama is Amazon and T'sew is West spelled backwards. The same plot can be applied to the exploitation of a variety of natural resources in the Global South. In this stories example, Black Gold is referencing oil.

Brainstorm: On chart paper or on the white board, have students contribute to a class brainstorm answering the following questions about Deforestation.

- What causes deforestation?
- Why is deforestation a problem?
- What are examples of deforestation or environmental degradation you have heard about?

Hands On: Analyze & Explore (30 - 40 Minutes)

In this activity, students will be asked to represent Regional Manager of the fictional forest 'Nozama' (if they haven't guessed yet, this is loosely based on the history of the Amazon). Throughout the activity and discussion, students will be asked to will reflect on the challenges of balancing economic, social and environmental interests in resource rich nations.

Students can work on this activity in small groups or individually and will need digital or printed versions of the [Planning Nozama Board Game](#) and [Planning Nozama Student Guide](#).

Hands On: Analyze & Explore (continued)

Activity #2: Planning Nozama

1. Have students get into small groups of 2-3 (or assign groups) or students can work individually.
2. Distribute printed or digital copies of the [Planning Nozama Student Guide](#) and [Planning Nozama Board Game](#).
3. Review the instructions for the activity on slides # 9-10.
4. Give students 3-5 minutes to review the instructions in the Planning Nozama Student Guide in groups and plan their strategy.
5. When students are ready, begin with round 1 (slide #12).
6. After student have placed their first 5 zones, move on to round 2 (slide #13). Continue progressing through the rounds until the students have filled all 40 spaces with a colour.
Remind students of the following throughout the game:
 - Once they have zones a particular space, they are not able to move it.
 - Equal amounts of each colour zone does not equal balanced economy, environment and society.
7. After the 8 rounds, have students count the number of spaces they have zoned for each use to tally their points. Points tables can be found on slides 20- 24.

Teachers may want to highlight: Explanations of the scores are hyperlinked to provide a rationale for the number of points assigned. As students reflect on their scores, this can be a useful tool to have them think about why they received a particular score.

Discussion Questions:

- Were you re-elected? What factors do you think are most responsible for this outcome?
- Did you think the the points system for each zoning option was fair? What factors do you think were considered in creating the scores? (Click on the score to see our thinking!)
- Do you think this was reflective of the circumstances that countries face when managing Natural Resources? What was similar? What was different?
- If you could do this activity again, what might you do differently?
- This is a map of the Amazon Rainforest. What are the main land uses this map identifies?
- Does you map of 'Nozama' look similar or different?

Consolidation: Reflect & Connect (20 - 25 Minutes)

To conclude this lesson, extend learning with part 1 of a 3 part series about the destruction of the Amazon. This video is intended to ground the examples used the the activities in reality.

Watch Video: [The Destruction of the Amazon Explained](#) [11: 44 mins]

Discussion Questions:

- What factors contributed to the destruction of the rainforest?
- Why did farmers want to deforest to plant crops? Who were they selling their food/crops to?

Discussion Questions (continued)

- What happened between 2006 and 2012? What led to these changes in policy?
- Is it possible to balance the environment and the economy?
- Do you think that current policies will help to protect the Amazon? Why?
- What should we be doing to protect forests around the world?

Extensions for Further Learning:

To learn more about the Amazon, check out Part 2 & 3 of this VOX Atlas Series:

- Part 2: [The War for the Amazon's Most Valuable Resource](#)
- Part 3: [Brazil's Indigenous Land is Being Invaded](#)

Another interesting reading to shed light on the political context of the Amazon is: [On the front Lines of Bolsonaro's war on the Amazon](#)

Modifications:

- Provide the 'History of Nozama' reading in advance for students that could benefit from having extra time to read.
- Provide a list of Key Vocabulary (listed below) prior to the start of the lesson for students who need more guided support.
- Model brainstorming or facilitate the Think-Pair-Share as a class.
- Strategic grouping/pairing of students will allow for all students to participate in activities.
- Play the videos at half speed and/or with captions.

Definitions

Biodiversity	Biodiversity is the variety and variability of life on Earth. Biodiversity is typically a measure of variation at the genetic, species. Terrestrial biodiversity is usually greater near the equator, which is the result of the warm climate and high primary productivity.
Deforestation	Deforestation is the clearing of a forest or stand of trees from land which is then converted to a non-forest use.
Moratorium	A moratorium is most commonly an official suspension or delay of some activity. In the examples in this lesson, a moratorium refers to a suspension of trade and business activities for specific industries.
Terrestrial ecosystems	A terrestrial ecosystem is a land-based community of organisms and the interactions of biotic and abiotic components in a given area.
Zoning	Zoning is a method of planning in which a government divides land into areas called zones, each of which has a set of regulations for new development that differs from other zones.

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16

Peace, Justice &
Strong Institutions

Lesson: Goal #16

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Lesson Overview | Goal #16

Lesson Description:

This lesson will introduce goal #16: Peace, Justice & Strong Institutions, with a particular focus on how we define and measure peace as a global community. Students will be challenged with re-thinking their understanding of peace by adding new understandings of positive and negative peace. Finally, students will explore the role of strong institutions and citizen action in maintaining a peaceful, just society through an assessment of different regions around the world.

Guiding Questions:

1. What is peace? What is positive peace/negative peace? How can we measure it?
2. What is civic space? Why is civic space important for a just and peaceful society?
3. Which Canadian institutions play a role in promoting justice and peace?

Learning Goals:

1. Students are able to define peace considering the difference between positive and negative peace.
2. Students are able to identify government structures and organizations that support positive peace in Canada.
3. Students are able to identify examples of civic space and the role that these play in building a peaceful society.

Materials:

- A white board, black board or flip chart paper
- A powerpoint projector that can display video with sound
- Access to some computers/tablets (one per group of 2-3)
- [Goal #16 Powerpoint](#)
- Student Handouts: (Printed version or digital version on computers)
 - [‘What is Peace?’ Worksheet](#) (one per student)
- Web Resources:
 - [Global Peace Index](#)
 - [CIVICUS Monitor](#)

Subjects:

This lesson will be well-suited for:

- Social Studies (Geography, History, Law and Society)
- Civics and Careers / Career Education
- Oral Communication/ Debate
- Social Justice

Action Plan:

Minds On: Hook (15- 20 Minutes)

This minds-on is meant to challenge and expand students understanding of peace by introducing the concepts of positive and negative peace.

Opening Question: Do you think peace on earth is possible?
Pose this question to the class and see what your students think.

Watch Video: National Geographic - [The Story of Us: Is Peace on Earth Possible?](#) [2:30]

Brainstorm: On a whiteboard / blackboard or flipchart paper, write the following 2 questions on the board. As a large group, give the students 1-2 minutes to brainstorm on their own, and then have them share their definitions/ideas with their partners and then the whole class. Create a mind-map of their ideas and have students copy this into their notes.

- What is peace?
- How can we measure it?

Watch Video: John Filson - [Negative & Positive Peace](#) [1:50]

After watching the videos, return to the mind-map, and begin a discussion:

1. Having watched the video(s), is there anything you would add to your definition?
2. What is the difference between “negative peace” and “positive peace”? Why does this matter?
3. How can we measure how peaceful a country is?

Hands On: Analyze & Explore (40-60 Minutes)

The main activities will allow students to go on a data hunt for a select group of countries to uncover their rankings on a Global Peace Index and Civic Space Monitor. Students expectations about different countries may be challenged as they explore different factors in each of the data sets.

Activity #1: Measuring Peace (20-30 minutes)

Have students explore the *Vision of Humanity* [Global Peace Index](#), an interactive map of the world, developed by the *Institute for Economics & Peace*. The GPI ranks each country on a list of indicators, from 1-5 (very low - very high), and assigns an overall score and country rank. Each country is colour-coded on the map according to its rank.

1. Split the students into groups of 2-3, each with access to a computer/tablet.
2. Assign each group one of the following lists of countries.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Taiwan	Russia	Canada	Nigeria	USA	South Korea	Egypt	Myanmar
Bangladesh	Kenya	India	Italy	Portugal	Yemen	Iceland	Greece
Turkey	Singapore	Rwanda	Jamaica	Ecuador	New Zealand	China	United Kingdom

Hands On: Analyze & Explore (Time Allotment)

- Have students complete the table for their countries of focus on the [Measuring Peace](#) handout for a variety of different indicators.

Note: To find all of the fields included in the table, students will need to explore different indicators by selecting them along the mapping toolbar on the left-hand side (as shown below).



Discussion: Have each group share their 3 countries overall global average score and rank. Create a master list on the board, and use the following questions as prompts:

- Did any of the overall rankings surprise you? Why or why not?
- Did any of the information in the indicators surprise you? Why or why not?
- The GPI uses 22 indicators to determine each country's rank. Do any of the indicators seem more or less important? Is anything missing from this list?
- Based on your findings, do you think the world is getting more or less peaceful over time?

Activity #2: Maintaining Positive Peace (20-30 minutes)

Have students explore the [Civics Monitor](#) for [Tracking Civic Space](#), an interactive map of the world. The monitor gives each country a ranking of Open, Narrowed, Obstructed, Repressed or Closed based on the conditions for civil society or civic space in that country. This will add to our discussion about Peace, Justice and Strong Institutions.

- Review the definition for Positive Peace and Civic Space (slides 17-19)
- Using this definition as a guide, ask the students to reflect in pairs about some institutions within Canada (and the world) that help to create and sustain peace. Bring the group back together and create a list of ideas on the board. Use the following questions as discussion prompts:
 - Which institutions did you think of? Why?
 - Why are these pillars important for a peaceful society?
 - If a society is missing a pillar (i.e. free flow of information), what issues could that cause?
 - What are some ways that we can work for peace and justice in our own society?
 - i.e. Activism; Social Movements; Protests; Volunteering; Voting with your dollars
 - What are some recent examples of citizen-led social movements?
 - i.e. Idle No More; Global Climate Strike; Black Lives Matter; Hong Kong Protests

Hands On: Analyze & Explore (Time Allotment)

3. Working independently or in the same small groups, have students explore the [CIVICUS Monitor](#), an interactive map of the world that tracks the conditions for citizen action across the globe, rating civic space in each country on a 5-category scale [Open; Narrowed; Obstructed; Repressed; Close].
4. Have students complete the table for their countries of focus on the [Maintaining Positive Peace](#) Table and discuss examples listed in the footnotes of what civic space looks like in different countries.

Discussion: Have each group share their 3 countries ratings and ensure that all students record the countries into the correct categories on their tables. Create a master list on the board, and use the following questions as prompts:

1. Did any of the ratings surprise you? Why or why not?
2. How does each country's previous rank from the Global Peace Index, compare to this new rating?
3. If a country limits citizen action, how might that impact the society as a whole?
4. What does civic space and citizen action look like in a Canadian context?

Consolidation: Reflect & Connect (3 Minutes)

Watch Video: [Peace Done Differently](#) [2:40]

Discussion:

1. This video says that 'control is given to outsiders rather than the local community'. Why might this be problematic?
2. Have you heard about any of the conflicts mentioned in the video? What do you know?
3. How can we elevate the voices of the local people in conflict regions from around the world?

Extensions for Further Learning:

If you have students who want to learn more about how they can do to exercise their own voice, check out one of the two links below:

- [YWCA Canada: Youth Civic Engagement Toolkit](#)
- [Do Something Movement](#)

Modifications:

- Strategic grouping/pairing of students will allow for all students to participate in activities.
- Provide a list of Key Vocabulary (listed on the next page) prior to the start of the lesson for students who need more guided support.
- Model brainstorming or do brainstorming together as a class.
- Provide handouts which are fill-in-the-blank for students who need guided support.

Definitions	
Civic Space	A set of universally-accepted rules, which allow people to organise, participate and communicate with each other freely and without hindrance, and in doing so, influence the political and social structures.
Militarization	Militarization, or militarisation, is the process by which a society organizes itself for military conflict and violence.
Negative Peace	Negative Peace refers to the absence of organized violence.
Political Instability	Political Instability refers to the propensity of a government collapse either because of conflicts or rampant competition between various political parties.
Positive Peace	Positive Peace is defined as the attitudes, institutions and structures that create and sustain peaceful societies.
Social Movement	A social movement is a loosely organized effort by a large group of people to achieve a particular goal, typically a social or political one. This may be to carry out, resist or undo a social change.
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17

Partnerships for
the Goals

Lesson: Goal #17

Strengthen the means of implementation and revitalize the global partnership for sustainable development

Lesson Overview | Goal #17

Lesson Description:

The aim of Goal #17 is to “strengthen the means of implementation and revitalize the global partnership for sustainable development.” The 17 sustainable development goals are incredibly multifaceted and cannot be achieved without immense collaboration and strong partnerships. Whether these partnerships are between countries, governments, organizations, businesses or individuals, partnerships recognize that no one is an expert in everything and that by working together, great things can be achieved. Through an interactive activity and a Model-UN style simulation, students will gain perspective into the importance of building partnerships to achieve goals.

Guiding Questions:

1. In what ways are the SDGs interconnected?
2. How do partnerships play a role in achieving the Sustainable Development Goals?
3. How do negotiations and dialogue occur at a global level?
4. How do country policies influence each other in global development?

Learning Goals:

1. Understand how all of the SDGs are intertwined.
2. Understand how partnerships are imperative to the achievement of the global goals.
3. Gain skills in negotiation and gain insight into how dialogue occurs at a global level.
4. Understand how country policies influence each other in global development.

Materials:

- Projector with sound capabilities
- [Goal 17 Powerpoint](#)
- Intro Activity: [Expert Cards Printed and Cut Out](#)
- One computer for each group
- UN Activity:
 - [14 instruction sheets printed \(one per group\)](#)
 - [Country profile document printed or distributed online \(contains 1 profile/ group\)](#)

Subjects:

- Social Studies (Geography, Human Geography, History, Law)
- Business (International / Entrepreneurship)
- Civics and Careers / Career Education
- Social Justice
- Leadership

Action Plan:

Minds On: Hook (20 Minutes)

The goal of this activity is to stress the importance of teamwork and partnerships to complete a task, while emphasizing the interconnected nature of the SDGs. By completing this activity, students will build an understanding that the goals cannot be completed without collaboration, and partnerships across the globe.

1. Display the slide showing the 10 different tasks (slide #4).
2. Give each student an “expert card” displaying one or 2 of the various steps required to complete the 10 tasks. If there are more cards than there are students, give some students 2 cards. If there are more students than cards, students can share cards in pairs.
3. Explain that the student is now an “expert” in completing the steps on the card(s) that they were given. Some students will be experts in two steps, from two tasks.
4. Now, students must walk around the classroom to find the other steps that will allow them to complete their task. They must stand in a line with the group of experts that allows them to complete their task.
5. Once each student expert finds their team to complete the task and stands in a line, they will find that the class forms an interconnected web.

Discussion Questions:

1. What do you notice about where your classmates are standing?
2. How does this activity relate to achieving the Sustainable Development Goals?

Hands On: Analyze & Explore (90-120 Minutes)

Facilitate a brainstorm / discussion on the following questions:

1. What is the United Nations (UN)?
2. What does the UN do?
3. How does the UN make decisions?

UN Structure Overview - Provide a general overview of the UN’s structure. For more information, see the [UN website](#). This overview is to give context for the rest of the hands on activity.

- **General Assembly** (one representative from each country) when major decisions are being made, each country gets one vote. Some matters require $\frac{2}{3}$ votes, and others require a simple majority.
- **Security Council** - 15 members. Manages International Peace and Security.
- **Economic and Social Council** - 54 Members. Discusses the world’s economic, social and environmental challenges.
- **Trusteeship Council** - provides international supervision for 11 Trust Territories.
- **International Court of Justice** - 15 Judges. Principal judicial organ of the UN.
- **Secretariat** - consists of staff representing all nationalities working in duty stations all over the world, carrying out the day to day work of the organization.

Hands On: Analyze & Explore (Continued...)

This simulation models a United Nations (UN) meeting in which the members are reducing the seventeen Sustainable Development Goals (SDGs) to 7 goals. They have realised that they are focusing on too many issues, and need to prioritize. Members from 14 countries will work together to create these new seven goals, based on the past SDGs and MDGs. Students will develop an introductory understanding of the overarching discourse in global development and recognize the complexities in place when creating and implementing a global development regime.

Instructions

**Note: It is recommended that teachers read through each country profile prior to this simulation as they may discuss sensitive issues (LGBTQ+ rights, Indigenous rights, etc).*

This exercise is likely to take more than one class. Time estimates have been added to each round as suggestions. Teachers can use their own discretion.

Divide students into 14 groups and assign each one of the 14 country profiles. Should it be better for your class to be in larger groupings, remove some of the countries, ensuring you keep a diverse range of countries.

Hand out a country profile and instructions sheet to each group.

1. Research (20 min. or can be assigned as homework)

- a. Review your country profile and conduct preliminary research. Learn about what goals might be best for your country, and what actions have been taken in the past.
- b. Assess the “Topics to Focus On” (below) and list the topics in order of priority.
- c. Draft at least 3 goals of highest priority that you hope to pass. Write these on a piece of paper. These drafted goals can be inspired by the SDG goals and targets, or made differently.

Suggested Topics to Focus on:

- | | | |
|---|--|---|
| 1. Poverty | 4. Environmental Conservation | 7. Indigenous Rights |
| 2. Food Security and Production | 5. Gender and LGBTQ+ Rights | 8. International Trade Investment and Tourism |
| 3. Accessibility and Quality of Education | 6. Job Creation, Labour Rights and Income Inequality | 9. National Security, Peace and Justice |
| | | 10. Healthcare |

2. Moderated Caucus (20 min.)

Teacher will act as a moderator.

Each group will present a 1 minute speech on behalf of their country. In your speech, explain:

- a. a brief summary of the country
- b. the country's targets
- c. and the country's 3 drafted goals of highest priority

Hands On: Analyze & Explore (Continued...)

3. Un-Moderated Caucus (25 min.)

Gain as many sponsors (signatures) from other countries as possible for each of your goals.

- Discuss your country's positions, targets, and negotiables with other country representatives.
- Collaborate with other countries to edit, or combine your goals in order to gain more support (signatures) on each goal. Gaining signatures ensures that a goal is more likely to pass.
- Gaining more signatures may also include some negotiating - remember, only 7 goals can pass and you need your targets achieved! Work closely with your allies.
- At the end of this round, your country should have your "final" goals, and varying levels of sponsorship for each goal.

Time dependent, this activity may be continued next class

4. Moderated Caucus (25 min.)

Teacher will act as a moderator.

- In this round, each country will first present their updated goals, and announce who has sponsored each goal. These goals should be recorded on a board.
- After all of the goals are recorded, countries will vote. If a goal gets more than 50% of the votes (each country is one vote), then the goal passes.

Only 7 Goals can be passed. If 7 goals are passed, the simulation ends here. If not all goals are passed, enter another round of Unmoderated Caucus.

5. Un-Moderated Caucus (25 min.)

- Collaborate with other country representatives to revisit and edit each of the goals (both the goals that passed, and those that did not pass. Some goals may stay the same).
- Gain signatures for your proposed goals from as many countries as possible.

6. Moderated Caucus

- Each country presents their goals again, and announces the countries that support them.
- Countries will then vote to pass each goal. Again, if a goal gets 50% of the votes, it passes.

7. End of Game

- At the end of the simulation, there should be 7 goals.
- If there are more or less than 7 goals, everyone fails.
- If your country's targets are not all completed, you fail.

Consolidation: Reflect & Connect (Time Allotment)

In groups or as a full class, facilitate a discussion with the following suggested questions:

1. How did your positions change or evolve over the course of the simulation?
2. How many targets were you able to achieve? Why were you able/unable to achieve them?
3. What was the most difficult part of this exercise?
4. What would you have done differently?
5. What particular challenges/ obstacles did you face in trying to accomplish your goals?
6. How can generalizations or stereotypes about certain countries be problematic?
7. What are some strategies you have learned when trying to negotiate an agreement with different parties involved?
8. How did your personal views and your country's views clash?
9. Do you think that the Sustainable Development Goals are realistic? Why or Why not?

Extensions for Further Learning:

- [Model UN Website](#)

Modifications:

- The UN activity can be simplified by removing the country aspect, and simply asking students to work together to reduce and prioritise the goals to 7.
- The educator for various reasons, including mixed leveled groups, may select student groups.
- Educators may need to help guide students with individual/small group research skills and can do so by assisting in finding appropriate websites as well as modifying discussion questions.

Definitions

United Nations	The United Nations is an international organization founded in 1945. It is currently made up of 193 Member States. The mission and work of the United Nations are guided by the purposes and principles contained in its founding Charter.
Negotiate	To confer with other to settle a matter through discussion and compromise.
Caucus	A closed meeting of a group of persons belonging to the same party or faction usually to select candidates or to decide on policy.

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