

SUSTAINABLE DEVELOPMENT GOALS

RESOURCE FOR TEACHERS AND FACILITATORS



The Sustainable Development Goals

In 2015, the United Nations launched the 2030 Agenda for Sustainable Development – a plan to transform the world that we live in. At the heart of this plan are the 17 Sustainable Development Goals (SDGs) which identify key areas to focus on to make this a reality.

These are for every single country in the world. The aim is for these goals to be achieved by the year 2030. In this resource you will find information and statistics about the SDGs, as well as activities to support students to take action on global justice issues.

What does sustainable development mean?

Sustainable development means meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.

Our world today faces many problems. Examples of these problems include hunger, conflict, climate change and environmental damage, amongst others. The aim of the SDGs is to take action on the problems that are creating barriers to all people living healthy, fulfilling lives with access to their human rights.

However, this needs to be achieved in a way that doesn't negatively impact future generations, other life on earth and the environment. Sustainable development means change that can be maintained for as long as necessary which doesn't cause any harm for generations to come.

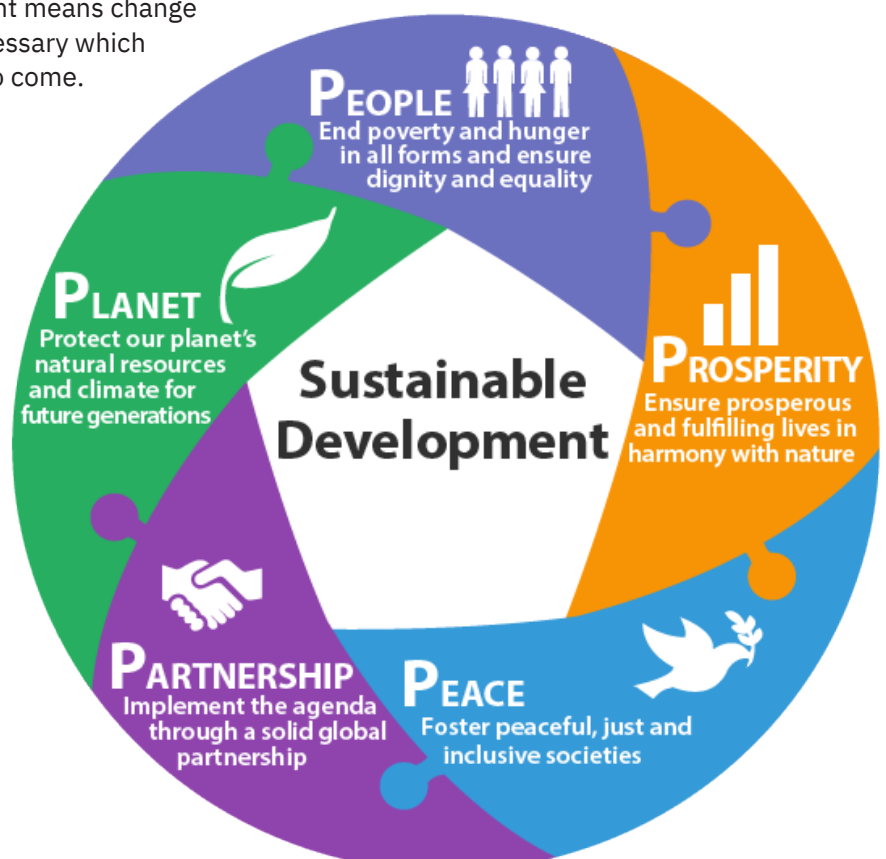
For example...

If we make sure everyone has access to electricity by building lots of coal fired power plants, then we are doing huge environmental damage to the world which would lead to an increase in hunger and health issues due to the emissions created. Also, coal is a fossil fuel which means it is non-renewable. It will eventually run out.



Discussion Points

- Why do you think that the SDGs are for all countries in the world?
- What do you think are the most important issues to tackle in your community?
- The SDGs aim to 'leave no one behind'. Who are the left behind today in Ireland and in other parts of the world?



ACTIVITY ONE: If I Ruled the World

🕒 12 minutes

Need:

- Paper
- Pens
- Students in groups (maximum of five)

Instructions:

1. Organise students into their groups and ask them to imagine that they are now world leaders
2. In their new position as leaders, students as a group will write a list/brainstorm all the things they will do in this role
3. After seven minutes, ask students to stop and give the group one minute to choose three of their ideas to share with the class
4. Go round the room feeding back from each group. It might be a good idea to write these on the board as you go through them so that they remain visible to the class

Reflection:

Ask students to reflect on their lists

- Would these things make everyone happy?
- Who would be unhappy, if anyone?
- What would need to happen to achieve everything on the list?

You may at this point want to share the SDGs with the students. Explain that these goals are for all people – leaders, businesses, charities, young people, older people etc. In order to realise these we need everyone to play their part and our leaders to make brave decisions to meet these targets.



Concern and the SDGs

Concern Worldwide's mission is to transform the lives of people living in extreme poverty. There are two approaches to this – development and humanitarian assistance.

- Development is long term support to communities with the aim of making long lasting sustainable changes (like working with farmers to increase food production or assisting communities to prepare for disasters before they happen)
- Humanitarian assistance is providing help when disaster strikes – flooding, famines, conflicts, etc.

Both of these address challenges that people are facing which are directly linked to the SDG targets, and ultimately to tackle the root causes of extreme poverty.

Pictured right: Jeanne D'Arc Niyingabiye (31) has received support from Concern that has helped lift her family out of extreme poverty. Photo: Abbie Trayler Smith/Concern Worldwide/Sept 2018



ACTIVITY TWO: SDG web

🕒 20 minutes

Preparation:

Introduce students to the SDGs before running this activity

Need:

- A copy of the SDG cards
- A ball of wool
- Post-it notes
- A clear space to run the activity in

Instructions:

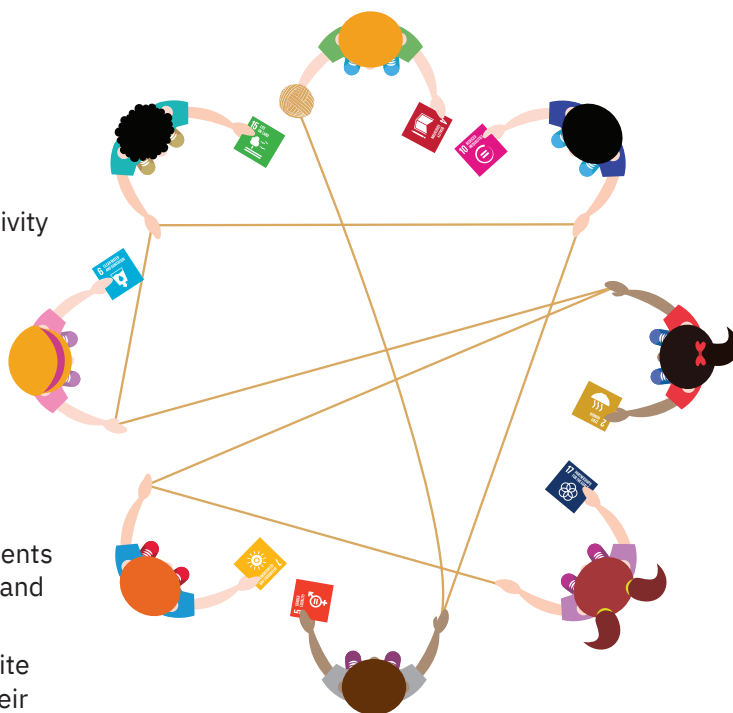
1. Place the 17 cards on the floor so that all students can see them. Ask students, in pairs, to come and choose one of the cards
2. In their pairs, give students five minutes to write on post-it notes everything that comes into their head that is related to the SDG card that they chose (e.g. for economic growth they could write jobs, money, etc). Ask students to stick the post-it(s) to their SDG card
3. Next, ask students to stand in a circle displaying their card so they everyone can see it. Explain that they will be thinking about how these 17 issues are connected
4. Hand the ball of wool to one of the pairs at random to start the activity. They will need to keep hold of the end of it, and throw the ball of wool to another pair of students who have a card which links to their card. They should explain the link after they have done this. (e.g. poverty might throw the ball to hunger as a lack of money may lead to no money for food)
5. The next pair will repeat this, also holding onto the next bit of the wool – the aim is to make a web. Continue until all pairs have hold of the wool

Discussion:

- What does this activity show us about the SDGs?
- Is it possible to solve each of these 17 issues on their own?

Follow up activity:

Ask each pair to design a diagram or poster to explain how the SDG that they have chosen links to at seven other goals.

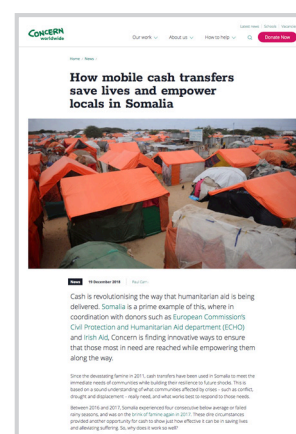


Case Study One: Cash Transfers in Somalia

Somalia is a country in Eastern Africa which is susceptible to weather extremes: from cyclones, floods to droughts.

In 2018, Concern was able to respond to communities quickly following floods and a cyclone. Within 48 hours we were able to send enough money to families to ensure that they could buy life-saving supplies.

[Read our blog](#) on the Concern Website about how cash transfers are an innovative and efficient way to meet the needs of communities!



Case Study Two: Youth Actors for Change, Haiti

Haiti is a country in the Caribbean located on the island of Hispaniola. The country and the people of Haiti face multiple challenges from climate related disasters, high levels of poverty, low education rates and violence.

Concern is working in Cité Soleil. This is an area which faces extreme poverty, with residents facing violence and high murder rates. But a generation of young people are hoping to change that!



Above: A graduation ceremony in Port au Prince for young people from Cité Soleil graduating from Concern's self-development program. Photo: Kieran McConville/Sept 2018

Right: Bien-Aimé Marconel, who once found himself in the middle of disputes between armed groups, is driven to change his community's future, and his own. Photo: Kieran McConville/Sept 2018



For young people who are living in poverty and presented with few choices, the chance to earn food, money and status by getting involved in gangs one of the only opportunities that is offered. This is an opportunity though that leads to violence and illegal activity.

Youth Actors for Change (YAC) is a programme which is working with young people to transform attitudes and provide vocational training. Training sessions cover a range of personal development topics including strategies for peaceful dialogue to debate subjects rather than turning to violence, and a chance to talk about subjects that are considered taboo.

The aim of this is to reduce the cycle of poverty and violence and empower young people in the community to use their skills and be agents of change. Through their own choice, YAC groups from three different areas decided to come together and form an association to work together. Before this programme they would not even speak to one another. They are also working on videos to be broadcast on TV and online.

To find out more, read [Marconel's story](#) on Concern USA's blog!

Case Study Three: Education and Psychosocial Support, Lebanon

Life as a refugee presents many challenges and living through conflict can have lifelong impacts on a person's life.

Concern is working with Syrian refugees in Lebanon to provide education and psychosocial support to help refugee children settle into the school system, as well as rehabilitating homes for refugees to live in dignity and safety.

Watch the **video of a young refugee** telling his story on our YouTube page.

Video: A young Syrian refugee tells the story of his family's escape to Lebanon (2:06min)



ACTIVITY THREE: Concern and the Sustainable Development Goals



🕒 30 minutes

1. Share the three examples of Concern's work on page four and five with students. Ask them to choose one case study to focus on
2. Next, ask students to read the story in detail
3. Then, ask students to choose four of the SDGs which relate to the community in their case study
4. Finally, tell students that they are going to be making a comic strip to bring this story to life and show how meeting these SDGs would impact on the lives of the people in their case study
5. They will divide an A4 sheet into six boxes and follow the story plan

Story plan

Box one: Introduce the community/person. What is happening?



Box two to five: Each box should be about the four SDGs chosen and how they link to this person/communities story

Box six: What would the future be like for this person/community if all the SDG targets were achieved by 2030?

SDG's in numbers



Around 6.3 million children under the age of 15 died in 2017. More than half of these were due to conditions that could have been prevented or treated (WHO 2018)



In 2016, household and outdoor air pollution led to seven million deaths worldwide*



The world is not on track to end malaria by 2030. In 2017, 219 million cases were diagnosed compared to 210 million in 2013 (WHO 2018)



Just under one billion people globally still do not have access to electricity*



Unsafe drinking water, unsafe sanitation and lack of hygiene contributed to around 870,000 deaths in 2016. These deaths were mainly caused by diarrhoeal diseases*.



Women and girls are responsible for water collection in 80 per cent of households without access to water on premises. Managing periods is also difficult if water, soap and safe toilet facilities are scarce. (UN Women, 2018)



Globally, 73% of children under five have had their births registered. In sub-Saharan Africa the proportion is 46%.* Registering births is vital to protecting children and giving them legal access to their rights



At least 1,019 human rights defenders, journalists and trade unionists have been killed in 61 countries since 2015. This is equivalent to one person killed every day while working to inform the public*



More than 25 million children between 6 and 15 years old, are missing out on school in conflict zones across 22 countries (UNICEF 2017)

*Statistics taken from the UN Sustainable Development Goals Report 2018

Sustainable Development Goals

 <p>1 NO POVERTY</p>	Ending poverty in all forms everywhere.	 <p>10 REDUCED INEQUALITIES</p>	Reduce inequality in and amongst countries.
 <p>2 ZERO HUNGER</p>	End hunger and improve nutrition worldwide.	 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>	Making cities safe and sustainable. By 2050 there will be 6.5 billion people living in urban areas.
 <p>3 GOOD HEALTH AND WELL-BEING</p>	Ensure healthy lives for all.	 <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	Ensuring responsible consumption.
 <p>4 QUALITY EDUCATION</p>	Ensure everyone has access to quality education.	 <p>13 CLIMATE ACTION</p>	Take urgent action to combat climate change and its impacts.
 <p>5 GENDER EQUALITY</p>	Achieve gender equality between women and men; making sure girls and women have the same access to rights and opportunities as boys and men.	 <p>14 LIFE BELOW WATER</p>	Conserve and sustainably use oceans, seas and marine resources.
 <p>6 CLEAN WATER AND SANITATION</p>	Ensure clean water and sanitation.	 <p>15 LIFE ON LAND</p>	Sustainably manage forests and combat desertification.
 <p>7 AFFORDABLE AND CLEAN ENERGY</p>	Making renewable energy sources (solar, wind etc) available for all.	 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	Promote peaceful and inclusive societies.
 <p>8 DECENT WORK AND ECONOMIC GROWTH</p>	Supporting economic growth and creation of jobs.	 <p>17 PARTNERSHIPS FOR THE GOALS</p>	Global Partnership for the SDGs.
 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	Build long lasting infrastructure, sustainable industries and develop innovative technologies.		

Take Action



The SDG targets focus on 17 key areas to create a better world for people and planet. We all have a part to play in this to:

- Ensure that people are healthy
- To keep our environment in a careful balance
- Make sure that people have access to their human rights
- Ensure that leaders and businesses take their part in achieving these goals seriously

...And through this making sure that people, regardless of who they are or where they are from have opportunities and rights

By becoming an active global citizen, you are taking a stand against the issues above and showing solidarity with those who are suffering the consequences of inequality and injustice.



SPEAK ACT DO

Speak, Act, Do is a programme to support students and teachers in taking action on important global issues which impact our world!

Choose a topic, do your research, organise two actions (a solidarity action and a community action) to address a global justice issue and then share this with other schools at our Agents of Change event!

Visit our website to find our simple guide to Speak Act Do or email schools@concern.net to find out more.

Below are a few ideas about how you can get involved!



Concern Actions

- Research which companies are not taking environmental or equality issues seriously and campaign for them to change their ways (e.g. labour practices in factories for clothes we buy, mining for precious materials)
- Organise a movie night linked to your project, with a discussion afterwards to educate and spread awareness of your project
- Make a short film to raise awareness of Concern's work with communities to reach the Sustainable Development Goals

Local Actions

- Organise a day to celebrate the cultures of your community or a country that you are focusing on in your project! This could involve food, dancing, stories, film and music from around the world. This is also a great opportunity to raise awareness of the problem you are exploring and break down any negative stereotypes
- Run a peer to peer workshop or world café in your school about the SDGs. A great idea is to make this intergenerational so that people of all ages can learn from one another
- Organise a photography exhibition or create a piece of art to display in school or community to help people reflect on one or several of the SDGs and how these impact on people's lives (e.g. what it's like to be a refugee, to be hungry)



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CONCERN
worldwide

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