

## ENGAGING WITH THE UN SUSTAINABLE DEVELOPMENT GOALS

### WORKSHOP BOOKLET

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**Global Education** describes an approach to education that recognises the interconnectedness and interdependence of all human activity, and is founded on the values of **human dignity** and respect for **cultural diversity**.

*“It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability”.* (Incheon Declaration. World Education Forum. 2015)



**Global Education is GLOBAL CITIZENSHIP EDUCATION (GCED).** It supports the development of global competencies: the values, predispositions, skills and understandings that enable individuals to participate in the interconnected world as aware, active and ethical agents or global citizens. Global education promotes open-mindedness, leading to new thinking about the world and a predisposition to take action for change. It advocates positive values and assists us in taking responsibility for our actions. Overall, global citizenship education encourages us to see ourselves as global citizens who can contribute to a more peaceful, just and sustainable world.

**Global Education is EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD).** ESD enables us to live and work together to meet present and future challenges collaboratively and constructively and to create more sustainable and resilient societies. It focuses on issues such as climate change, biodiversity, disaster risk reduction, water, cultural diversity, sustainable urbanisation and sustainable lifestyles.

**Global Education is Transformative Education.** It recognises and promotes our ability to envisage and participate in actions for positive change, towards the creation of fairer and more inclusive societies and a more sustainable future for all.

Finally, **Global Education is Transformative, Inspirational and Empowering Education.** It gives teachers the tools to bring rich learning experiences to the classroom – increasing knowledge, fostering new skills, exploring values, and encouraging realistic action for positive global change.

Global education supports United Nations Sustainable Development Goal 4, Target 4.7.



### **Sustainable Development Goal 4**

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

Target 4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through **education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.**

## THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

### THE GLOBAL GOALS For Sustainable Development



The **United Nations Sustainable Development Goals** (UN SDGs or Global Goals) are part of an agenda for sustainable development which was adopted by the General Assembly of the United Nations in 2015. The Agenda is outlined in the document “**Transforming Our World: The 2030 Agenda for Sustainable Development**” A/RES/70/1. The document includes 17 Sustainable Development Goals, each having its own specific targets: a complete list of the goals is included below.

### AGENDA 2030: TRANSFORMING OUR WORLD

The Agenda is “plan of action for people, planet and prosperity which seeks to strengthen universal peace in larger freedom”. The goals and targets are intended to “stimulate action over the next 15 years in areas of critical importance for humanity and the planet” and to establish sites of partnership for collaborative engagement and action. The Global Goals are **universal, integrated and indivisible**; and **balance** the three dimensions of sustainable development:

- **People:** the social dimension.
- **Planet:** the environmental dimension.
- **Prosperity:** the economic dimension.

Two other important elements of the conception of sustainability underpinning the Agenda are:

- **Peace and Partnership**

**Peace** constitutes a fourth dimension of sustainable development: the ethical dimension, which concerns ideals and values such as equality, freedom, human dignity and justice.

**Partnership** describes the collective and collaborative approach required to implement the goals and achieve the universal engagement that is essential for the success of the Agenda’s ultimate aim: **to transform the world**



Some of the main focal points of the Agenda are

- overcoming poverty;
- addressing the needs of the poorest and most vulnerable;
- realising human rights and dignity and equality for all (with an emphasis on women and girls; disadvantaged or vulnerable groups);
- healing and securing the planet;
- taking urgent action of climate change;
- seeking technological/economic progress in harmony with nature; and
- and promoting peaceful and inclusive societies.

. As part of its commitment to global and transformative education, The One World Centre provides information and resources to assist individuals, schools and communities to engage meaningfully with the Global Goals and to take part in this unprecedented worldwide action of common humanity for the future of our common home.

*“The people of the world have asked us to shine a light on a future of promise and opportunity. Member States have responded with the 2030 Agenda for Sustainable Development... It is an agenda for people, to end poverty in all its forms. An agenda for the planet, our common home. An agenda for shared prosperity, peace and partnership.”* (UN Secretary General – Ban Ki Moon, 2015)

## UN SUSTAINABLE DEVELOPMENT GOALS

**SDG 1. End poverty** in all its forms everywhere.

**SDG 2. End hunger**, achieve **food security** and improved **nutrition** and promote **sustainable agriculture**.

**SDG 3. Ensure healthy lives** and **promote well-being** for all at all ages.

**SDG 4. Ensure inclusive and equitable quality education** and promote lifelong learning opportunities for all.

**SDG 5. Achieve gender equality** and empower all women and girls.

**SDG 6. Ensure availability and sustainable management of water** and **sanitation** for all.

**SDG 7. Ensure access to affordable, reliable, sustainable and modern energy** for all.

**SDG 8. Promote sustained, inclusive and sustainable economic growth**, full and productive **employment** and **decent work** for all.

**SDG 9. Build resilient infrastructure**, promote inclusive and sustainable **industrialization** and foster **innovation**.

**SDG 10. Reduce inequality** within and among countries.

**SDG 11. Make cities and human settlements** inclusive, safe, resilient and sustainable.

**SDG 12. Ensure sustainable consumption** and **production** patterns.

**SDG 13. Take urgent action** to combat **climate change** and its impacts.

**SDG 14. Conserve and sustainably use the oceans, seas and marine resources** for sustainable development.

**SDG 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**.

**SDG 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.

**SDG 17. Strengthen the means of implementation** and revitalize the **global partnership** for sustainable development.

## GLOBAL CITIZENSHIP EDUCATION (GCED)

### GCED THEMES

#### Aims:

- create a sense of belonging to the global community and common humanity
- create respect for the universal values of human rights, democracy, non-discrimination and diversity
- empower learners to engage and assume active roles to shape a more peaceful, tolerant, inclusive world

#### THEMES

- Peace and Human Rights
- Intercultural Understanding
- Citizenship Education
- Respect for Diversity and Tolerance
- Inclusiveness
- Additions – Indigenous Knowledge and Perspectives

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

**Aim: Empower learners to take informed decisions are responsible actions for:**

- ENVIRONMENTAL INTEGRITY
- ECONOMIC VIABILITY
- A JUST SOCIETY, for present and future generations

#### ESD THEMES

- Climate Change
- Biodiversity
- Disaster Risk Reduction
- Sustainable Consumption
- Poverty Eradication
- Additions - Wellbeing and Liveability

AIMS AND THEMES

**COMMON VISION OF GCED AND ESD:  
empower learners of all ages to become proactive contributors  
to a more just, peaceful, tolerant, inclusive and sustainable world**

**Global Citizenship Education**

**Aims**

- > create a sense of belonging to the global community and common humanity
- > create respect for the universal values of human rights, democracy, non-discrimination and diversity
- > empower learners to engage and assume active roles to shape a more peaceful, tolerant, inclusive world

**Associated themes**

- > peace and human rights
- > intercultural understanding
- > citizenship education
- > respect for diversity and tolerance
- > inclusiveness

**Commonalities**

**Vision**

- > empower learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world

**Holistic pedagogy**

- > learning contents/outcomes but also
- > learning process and environment

**Transformative purpose**

- > emphasis on action, change and transformation

**Acquisition of wider skills**

- > acquisition of values, attitudes
- > skills for collaboration, communication and critical thinking

**Education for Sustainable Development**

**Aims**

- > empower learners to take informed decisions and responsible actions for:
  - environmental integrity
  - economic viability
  - a just society, for present and future generations

**Associated themes**

- > climate change
- > biodiversity
- > disaster risk reduction
- > sustainable consumption
- > poverty eradication

**SSI - Sustainable Schools Initiative –  
Action Learning Areas**

**Built Environment**

**SDG 9.** Build resilient **infrastructure**, promote inclusive and sustainable **industrialization** and foster **innovation**.

**SDG 11.** Make **cities** and **human settlements** inclusive, safe, resilient and sustainable.

**Community Partnerships**

**SDG 11.** Make **cities** and **human settlements** inclusive, safe, resilient and sustainable.

**SDG 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.

**SDG 17.** Strengthen the means of implementation and revitalize the **global partnership** for sustainable development.

**Economics**

**SDG 8.** Promote sustained, inclusive and sustainable **economic growth**, full and productive **employment** and **decent work** for all.

**SDG 9.** Build resilient **infrastructure**, promote inclusive and sustainable **industrialization** and foster **innovation**.

**SDG 12.** Ensure sustainable **consumption** and **production** patterns.

**Aboriginal and Torres Strait Islander  
Histories and Cultures**

All SDGs, especially

**SDG 10.** Reduce **inequality** within and among countries.

**SDG 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.

**Student Wellbeing**

**SDG 3.** Ensure **healthy lives** and **promote well-being** for all at all ages.

**SDG 4.** Ensure inclusive and equitable quality **education** and promote lifelong learning opportunities for all.

**Waste**

**SDG 12.** Ensure sustainable **consumption** and **production** patterns.

**SDG 11.** Cities and settlements.

**SDG 14.** Marine ecosystems.

**SDG 15.** Terrestrial ecosystems

**Biodiversity**

**SDG 2.** **End hunger**, achieve **food security** and improved **nutrition** and promote **sustainable agriculture**.

**SDG 14.** Conserve and sustainably use the **oceans, seas** and **marine resources** for sustainable development.

**SDG 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**.

**Cultural and Social Diversity**

All SDGs, especially

**SDG 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.

**Energy**

**SDG 7.** Ensure access to **affordable, reliable, sustainable** and modern **energy** for all

**SDG 9.** Build resilient **infrastructure**, promote inclusive and sustainable **industrialization** and foster **innovation**.

**Purchasing**

**SDG 12.** Ensure sustainable **consumption** and **production** patterns.

**Transport and Air**

**SDG 9.** Build resilient **infrastructure**, promote inclusive and sustainable **industrialization** and foster **innovation**.

**SDG 11.** Make **cities** and **human settlements** inclusive, safe, resilient and sustainable.

**Water**

**SDG 6.** Ensure availability and sustainable management of **water** and **sanitation** for all.

**SDG RESOURCES TABLE**

| SUSTAINABLE DEVELOPMENT GOAL   | SELECTED LINKS, EXAMPLES, IDEAS   |
|--|---|
| <p><b>SDG 1. End poverty in all its forms everywhere.</b></p>  | <p>‘State of the World’ activities including ‘The Lolly Game’ (OWC)</p> <p>World Vision – global food inequality game <a href="https://www.worldvision.com.au/get-involved/school-resources/detail/global-food-inequality---simulation-game-instructions">https://www.worldvision.com.au/get-involved/school-resources/detail/global-food-inequality---simulation-game-instructions</a></p> <p>Online Poverty Game – ‘Spent’: <a href="http://www.games4sustainability.org/gamepedia/spent/">http://www.games4sustainability.org/gamepedia/spent/</a></p> <p>OXFAM SDG kit: <a href="https://www.oxfam.org.au/education-resources/education_resources/">https://www.oxfam.org.au/education-resources/education_resources/</a></p> <p>Worlds Largest Lesson – The World is not Equal – is that fair?</p> |
| <p><b>SDG 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.</b></p>         | <p>Think Save Eat Campaign: <a href="http://www.thinkeatsave.org/">http://www.thinkeatsave.org/</a></p> <p>UNEF Global Anti-Food Waste Toolkit</p> <p>YUNGA Ending Hunger Challenge Badge</p> <p>YUNGA Nutrition Challenge Badge</p> <p>OxFam Australia – Food4Thought activities</p> <p>The ‘Free Rice’ vocabulary game: <a href="http://freerice.com/#/english-vocabulary/1483">http://freerice.com/#/english-vocabulary/1483</a></p> <p>World Food Program - <a href="http://www1.wfp.org/">http://www1.wfp.org/</a></p> <p>Hashtags: #thinksaveeat #nowaste #zerohunger</p>   |
| <p><b>SDG 3. Ensure healthy lives and promote well-being for all at all ages.</b></p>                                      | <p>World Health Organisation: WHO – resources for teaching healthy environments for children. <a href="http://www.who.int/heca/advocacy/press/resources/en/">http://www.who.int/heca/advocacy/press/resources/en/</a></p> <p>Sport4Climate: <a href="https://www.connect4climate.org/initiatives/sport4climate">https://www.connect4climate.org/initiatives/sport4climate</a></p> <p>OXFAM Australia: Live Strong: Close the Gap ; Hands on Health <a href="https://www.oxfam.org.au/education-resources/education_resources/">https://www.oxfam.org.au/education-resources/education_resources/</a></p>  |
| <p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</b></p> | <p>Global Citizenship Education (GCEd) <a href="http://en.unesco.org/gced">http://en.unesco.org/gced</a></p> <p>Education for Sustainable Development (ESD) <a href="http://en.unesco.org/themes/education-sustainable-development">http://en.unesco.org/themes/education-sustainable-development</a></p>   |
| <p><b>SDG 5. Achieve gender equality and empower all women and girls.</b></p>  | <p>UN ‘He for She’ campaign: <a href="http://www.heforshe.org/en">http://www.heforshe.org/en</a></p> <p>YUNGA Gender Challenge Badge</p> <p>Worlds Largest Lesson – Gender Quality Project – From Where I Stand</p> <p>HASHTAGS: #FromwhereIstand</p>   |
| <p><b>SDG 6. Ensure availability and sustainable management of water and sanitation for all.</b></p>                       | <p>UN Water – Kids and Youth Corner: <a href="http://www.un.org/waterforlifedecade/kids.shtml">http://www.un.org/waterforlifedecade/kids.shtml</a></p> <p>YUNGA-Water Challenge Badge</p>   |

|  |   |
|--|---|
| <p><b>SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all.</b></p>   | <p>YUNGA Energy Challenge Badge<br/>Connect4Climate: <a href="https://www.connect4climate.org/">https://www.connect4climate.org/</a></p>  |
| <p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.</b></p> | <p>Money and Jobs and Biodiversity – YouthXChange Biodiversity and Lifestyles Guide Book (UNESCO)</p>   |
| <p><b>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.</b></p>            | <p>Innovate4Climate: <a href="http://www.innovate4climate.com/en/home">http://www.innovate4climate.com/en/home</a><br/>Sustainability Gamepedia: technology games:<br/><a href="http://www.games4sustainability.org/gamepedia/">http://www.games4sustainability.org/gamepedia/</a></p>  |
| <p><b>SDG 10. Reduce inequality within and among countries.</b></p>  | <p>Gapminder: <a href="http://www.gapminder.org">www.gapminder.org</a><br/>OXFAM Australia – Close the Gap activities: <a href="https://www.oxfam.org.au/education-resources/education_resources/">https://www.oxfam.org.au/education-resources/education_resources/</a></p>  |
| <p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable.</b></p>  | <p>UN Habitat – Youth Movements around the world: <a href="http://unhabitat.youthmovements.org/">http://unhabitat.youthmovements.org/</a><br/>The Lego Ecocity, Cities4Climate: <a href="https://www.connect4climate.org/initiatives/cities4climate">https://www.connect4climate.org/initiatives/cities4climate</a><br/><a href="http://www.games4sustainability.org/gamepedia/">Sustainability Gamepedia architecture games</a> <a href="http://www.games4sustainability.org/gamepedia/">http://www.games4sustainability.org/gamepedia/</a></p>  |
| <p><b>SDG 12. Ensure sustainable consumption and production patterns.</b></p>  | <p>The Story of Stuff Project <a href="http://storyofstuff.org/">http://storyofstuff.org/</a><br/>YouthXChange Green Skills and Lifestyles Guidebook (UNESCO)<br/><a href="https://www.oxfam.org.au/education-resources/education_resources/">OXFAM Australia – Fair Trade Action Guide; Fashion Revolution Toolkit: https://www.oxfam.org.au/education-resources/education_resources/</a></p>  |
| <p><b>SDG 13. Take urgent action to combat climate change and its impacts.</b></p>   | <p>The Paris Agreement on Climate Change - <a href="http://newsroom.unfccc.int/paris-agreement/">http://newsroom.unfccc.int/paris-agreement/</a><br/>UN and Climate Change – Take Action <a href="http://www.un.org/climatechange/take-action/">http://www.un.org/climatechange/take-action/</a><br/><br/>Photographic journal on Climate Change impact and action around the World.<br/><a href="http://www.lisamurrayphoto.com/">http://www.lisamurrayphoto.com/</a><br/>YUNGA Climate Change Challenge Badge<br/>YUNGA Food Security and Climate Change Challenge Badge<br/>Connect4Climate - <a href="#">Film4Climate</a>; <a href="#">Music4Climate</a>; <a href="#">Youth4Climate</a></p> |

|   |  |
|---|--|
|   | <p><a href="https://www.connect4climate.org/learn">https://www.connect4climate.org/learn</a></p>   |
| <p><b>SDG 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.</b></p>   | <p>YUNGA Youth Guide to The Ocean<br/> <b>WWL</b> Marine Litter Lesson</p> <p>Hashtags: #withnature #cleanseas #wildforlife</p>  |
| <p><b>SDG 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.</b></p> | <p><b>WWF</b> Ecological Footprint Calculator: <a href="http://www.wwf.org.au/get-involved/change-the-way-you-live/ecological-footprint-calculator#gs.xJaBkQU">http://www.wwf.org.au/get-involved/change-the-way-you-live/ecological-footprint-calculator#gs.xJaBkQU</a></p> <p>YUNGA Biodiversity/Forests Challenge Badge<br/> YUNGA Youth Guide to Biodiversity / Youth Guide to Forests<br/> YouthXChange – Biodiversity and Lifestyles Guide<br/> WWF Resources</p> <p>Hashtags: #withnature #Imwithnature #gogreen #wildforlife</p> |
| <p><b>SDG 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.</b></p>            | <p>Photographic journal on Climate Change impact and action around the World.<br/> Universal Declaration of Human Rights – Illustrated - <a href="http://www.un.org/en/udhrbook/">http://www.un.org/en/udhrbook/</a><br/> UNICEF #ENDviolence: <a href="https://www.unicef.org/endviolence/">https://www.unicef.org/endviolence/</a></p>   |
| <p><b>SDG 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.</b></p>   |  |

### Sustainable Development Goals\*

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Contains quite accessible materials, including 'facts', targets, and links to other sources of information. The pdfs entitled 'WHY IT MATTERS' are a good starting point for introducing students to topics such as 'Gender Equality', 'Water', 'Climate Change', 'Cities' and others, with up-to-date information and a focus on the relevance for their lives and the possibility of meaningful action in relation to the issue.

### Sustainable Development Knowledge Platform

<https://sustainabledevelopment.un.org/sdgs>

Contains detailed information on each goal, tracking progress, data-sets, targets and implementation.

'TOPICS' also contains information relevant to knowledge content in the HASS curriculum.

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

### 'The World's Largest Lesson'\*

<http://worldslargestlesson.globalgoals.org/>

The World's Largest Lesson is a **collaborative education project** that was developed to support the announcement of the United Nations Global Goals for Sustainable Development. The website has resources designed to introduce children and young people to the SDGs; as well as audio-visual and printable resources and lesson plans /activities specific to each goal. It also includes more general lesson plans focusing on skills such as collaborative problem solving, recognising and addressing inequalities, and designing for change. The WLL Lesson Plans were developed in collaboration with **THINK GLOBAL, UK**, a global education professional learning and resource site for educators.

### DESIGN FOR CHANGE

<http://www.dfcworld.com/fids.html>

Design for change is a model of teaching and learning used as part of the World's Largest Lesson. It is intended to motivate and inspire students to take action to bring about positive transformation in their lives, in the immediate context of their classroom, peers, school and community: "Design for Change is the largest global movement of Children driving change in their own communities by unleashing their 'I CAN' superpower."

'Design for Change' has a four step (FIDS) process:

1. FEEL: "Think from your heart."
2. IMAGINE: "Think out of the box."
3. DO: "Yes, we can!"
4. SHARE: "Now you can, too!"

This process is similar to other 'inquiry learning' and 'transformative learning' models which encourage students to **tune into** and **'find out'** about something important in their world, share their ideas, set goals, plan collaboratively, put their plans into **action**, and, finally, share and reflect on their achievements. DFC envisages students as 'superheroes' who are able to **BE the change** that they want to see in their worlds. DFC resources that have been developed for teachers include lesson plans, audio-visual material and classroom 'handouts'. These are suitable for students aged approx. 8-12. The DCF model – feel, imagine, do, share - can be adapted with material suitable for learners or all ages.

### DFC – One idea, One Week, Lesson Plan and other resources to support youth participation and action

<http://worldslargestlesson.globalgoals.org/take-action-title/>

### Sustainable Development Solutions Network – SDSN- YOUTH

<http://sdsnyouth.org/>

"SDSN Youth educates young people about the challenges of sustainable development and creates opportunities for them to use their creativity and knowledge to pioneer innovative solutions for the SDGs." SDG Youth related material is suited to students in Secondary and Tertiary education. See the "Youth Solutions Report" for global examples youth-led innovations and solutions to local and global sustainable development challenges.

### THE WORLD WE WANT – 2015

<http://sdgactioncampaign.org/>

SDG Action Campaign, Local Advocacy, StoryTelling and 'Feedback' -

The World We Want is a jointly owned initiative by United Nations agencies and Civil Society, designed as a model to bring the voices of multi-stakeholders into political deliberations, especially focused on including the voices of marginalized communities. This has been achieved through online and offline consultations, building civil society networks, and data visualizations.

## **ECO BOYS AND GIRLS**

<https://ecoboysandgirlsunsdgs.com/next-steps/>

Sustainable development goal themed materials suitable for younger children.

## **YUNGA**

Youth and United Nations Global Alliance

<http://www.fao.org/yunga/home/en/>

Resources for learners and teachers including and YUNGA Guide Books: The Ocean, Forests and Biodiversity; and YUNGA

Challenge Badge Series:

Agriculture – under development

Biodiversity

Food Security and Climate Change Challenge (1st Edition)

Climate Change (2nd Edition)

Ending Hunger

Energy - Currently under development

Forests

Gender – under development

Governance – under development

Nutrition – under development

The Ocean

Soils

Water

## **ESRI SDG STORY MAP**

An interactive online 'story map' linking the SDGs to existing data for different countries.

[sdg.esri.com/learn](http://sdg.esri.com/learn)

## **YOUNG CHAMPIONS OF THE EARTH**

<http://www.unep.org/youngchampions/>

Youth focused environmental initiatives and action, from the UN Environment Programme (UNEP).

## **OXFAM AUSTRALIA – education resources**

[https://www.oxfam.org.au/education-resources/education\\_resources/](https://www.oxfam.org.au/education-resources/education_resources/)

Includes Food4Thought; Hunger Banquets, Fair Trade, and Health related activities/lessons.

ACTIVITIES FOR EACH GOAL also included in the OXFAM UNICEF Global Goals School Engagement Book (Australia)

## **WORLD VISION AUSTRALIA: SCHOOL RESOURCES**

<https://www.worldvision.com.au/get-involved/school-resources>

Searchable collection of issues-based and AC curriculum-linked resources and activities.

## **SUSTAINABILITY IN SCHOOLS – AAE PORTAL**

<http://www.sustainabilityinschools.edu.au/>

<http://www.sustainabilityinschools.edu.au/resources>

Resource portal to searchable collection of lesson plans and activities.

## **OXFAM UK: SCHOOL RESOURCES**

<http://www.oxfam.org.uk/education/resources/>

Searchable collection of resources for teachers and whole school projects.

<http://www.oxfam.org.uk/education/resources/sustainable-development-goals>

Resources for teaching the SDGs. A selection of resources and lesson plans by goal.

## **WORLD WILDLIFE FUND – RESOURCE LIBRARY**

<http://www.wwf.org.au/knowledge-centre/resource-library#gs.Ql9Izjg>

## **CONNECT4CLIMATE**

<https://www.connect4climate.org/learn>

“Connect4Climate is a global partnership program launched by the World Bank Group and the Italian Ministry of Environment, joined by the German Federal Ministry for Economic Cooperation and Development, that takes on climate change by promoting solutions and empowering people to act.”

Their Learning page has links to infographics, articles, videos, some of which are suitable for upper-primary – secondary.

## **BRITISH COUNCIL – ‘CONNECTING CLASSROOMS’ - SDG SCHOOL PROJECT TEMPLATES**

SDG linked 'projects' designed for schools (ages approx. 7-11; 12-17). Project templates can be downloaded from the British Council Schools Online website.

[https://schoolsonline.britishcouncil.org/about-programmes/connecting-classrooms/collaborative-template?\\_ga=2.150903295.811071799.1496145628-1912049370.1496145288](https://schoolsonline.britishcouncil.org/about-programmes/connecting-classrooms/collaborative-template?_ga=2.150903295.811071799.1496145628-1912049370.1496145288)

### **THE GLOBAL DIMENSION UK**

<https://globaldimension.org.uk/>

Searchable collection of resources by subject and topic, for classroom or whole school projects.

### **GLOBAL EDUCATION PROJECT (GEP)**

<http://www.gep.org.au>

Even though the GEP finished in 2014 and the website is no longer updated, the website remains active and contains resources aligned to the AC, including pdf copies of many GEP publications on topics such as: food, forests, water, and sanitation.

### **GAPMINDER**

<http://www.gapminder.org/>

Includes a range of resources for teaching and learning, from videos, quizzes, graphs, bubble charts to 'dollar street' – exploring how people live around the world.

## **GAMES - ONLINE**

### **SUSTAINABILITY GAMEPEDIA**

<http://www.games4sustainability.org/gamepedia/>

Sustainability themed online games – some short 15-20 minute, some longer simulation games.

### **DISASTER PREVENTION**

<http://www.stopdisastersgame.org/en/home.html>

Online disaster simulation games from the UN/ISDR. Suitable for HASS/Geography/y8/Hazards and disasters

## **AUSTRALIAN AND WESTERN AUSTRALIAN EDUCATIONAL ORGANISATIONS**

### **SSI – WA - Sustainable Schools Initiative - WA**

<http://det.wa.edu.au/curriculum/support/sustainableschools/detcms/portal/>

Links to a range of organisations in WA (Sustainable Schools Alliance)

School based initiatives and programs.

### **APAC - Aboriginal Perspectives Across the Curriculum - WA**

<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/apac/>

Resources to “broaden and deepen students' and teachers' understanding of Aboriginal cultures and ways of being”, with a focus on Western Australian Aboriginal cultures and histories. Includes teaching resources for all levels, aligned to AC.

### **AEF - Asia Education Foundation**

<http://www.asiaeducation.edu.au/>

Supports Asia literacy and global education across the curriculum, includes searchable database of teaching resources for AC.

### **UNAA – WA**

<http://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/>

### **United Nations Association of Australia – WA Division – Education Reference Groups**

Global Citizenship Schools and other school-based programs, as well as some online teaching resources.

### **AAEE: Australian Association of Environmental Education WA**

<http://www.aee.org.au/state-chapters/#wa>

Includes list of AAEE events

## **VIDEOS – ONLINE**

General and Promotional Videos for the Sustainable Development Goals suitable for children and young people.

### **The World We Want**

A child-friendly video that uses the scenario of a teacher speaking with her students to cover the major concepts of the 17 goals.

- English (no subtitles): <https://www.youtube.com/watch?v=ZZzBbO6Y0uc>
- English (subtitles for hearing impaired) <https://www.youtube.com/watch?v=EUQ8MOJQGkl>

**Malala Introduces the World’s Largest Lesson**

<https://www.youtube.com/watch?v=p2hyORs83EE>

**Mr Bean gets involved with the Global Goals**

<https://www.youtube.com/watch?v=s8cWM-TFZwM>

**‘We the People’ for the Global Goals**

Celebrities and well known public figures promote the Goals

<https://www.youtube.com/watch?v=RpqVmvMCmp0>

Michael Green TED talk on making the world a better place

<https://www.youtube.com/watch?v=o08ykAqLOxk>

“Published on Nov 3, 2015. Can we end hunger and poverty, halt climate change and achieve gender equality in the next 15 years? The governments of the world think we can. Meeting at the UN in September 2015, they agreed to a new set of Global Goals for the development of the world to 2030. Social progress expert Michael Green invites us to imagine how these goals and their vision for a better world can be achieved.”

**The below films have been developed through a partnership between UN SDG Action Campaign, UNDP, UNF and Project Everyone.**

**WE’VE GOT A PLAN – FILM – 1.23 mins**

Using short clips from classic films across all genres, we have created a short film reiterating to the world that ‘We have a plan’

English: <https://www.youtube.com/watch?v=lesuDcxitg8>

**NUMBERS IN ACTION – FILM – 1.34 mins**

‘Numbers in Action’ is a short animated film which brings the ‘Icons to Outcomes’ work to life.

English: [https://www.youtube.com/watch?v=Mdm49\\_rUMgo](https://www.youtube.com/watch?v=Mdm49_rUMgo)

**LEAVE NO ONE BEHIND – FILM – 3.36 mins**

English: <https://www.youtube.com/watch?v=Vuvys7Wcv3s>

**THE UN Sustainable Development Goals website** also has a collection of VIDEOS by the following TOPICS:

<http://www.un.org/sustainabledevelopment/videos/>

- |   |  |
|---|--|
| Cities                                  | Inequality                             |
| Climate change                          | Infrastructure Industrialisation       |
| Economic growth                         | Oceans                                 |
| Education                               | Partnerships                           |
| Energy                                  | Peace and Justice                      |
| Financing for development               | Poverty                                |
| Gender Equality and Women’s Empowerment | Sustainable production and consumption |
| Health                                  | Sustainable development agenda         |
| Hunger and Food Security                | Water and sanitation                   |