

**ONE WORLD CENTRE**  
WORKING TOWARDS A JUST AND SUSTAINABLE WORLD



**THE GLOBAL GOALS**  
For Sustainable Development

***Shaping the Future of Humanity through the Humanities  
Teaching and Learning for a Better World for All***



HASSWeek WA

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# This workshop

- Introduction – OWC and the global education perspective
- ‘Future humanity’ from a global education perspective
  - ‘Transforming Our World’ SDG4.7; GCED and ESD
- ‘Future Humanities’ from a global education perspective
  - topics and capabilities (knowledge, skills)
- Teaching ‘Future Humanities’ today
  - topics, capabilities, approaches, techniques and examples

Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token save it from that ruin which, except for renewal, except for the coming of the new and young, would be inevitable. **And education, too, is where we decide whether we love our children enough** not to expel them from our world and leave them to their own devices, nor to strike from their hands **their chance of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world.**”

(Hannah Arendt, ‘The Crisis in Education’, 1954)

“Education is not just about learning; it is about empowering all people, building peaceful societies and protecting our planet. Our future development agenda starts with education: this is the first step on the road to dignity by 2030.”

**Amina J. Mohammed, UN Secretary-General’s Special Advisor on Post-2015 Development Planning**

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“Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it.”

**Ban Ki-Moon, UN Secretary-General, United Nations**

**Source:** *Global Citizens For Sustainable Development: Student’s Guide* (UNESCO, 2016)

# Future Humanity from a Global Ed. Perspective

- Contemporary challenges and opportunities
- Imaging and articulating “*The Future We Want*”, planning and acting to “*Transform our World*”
- **Vision** and **Plan** of Action
- *Agenda 2030* and *The United Nations Sustainable Development Goals*



# THE GLOBAL GOALS

For Sustainable Development



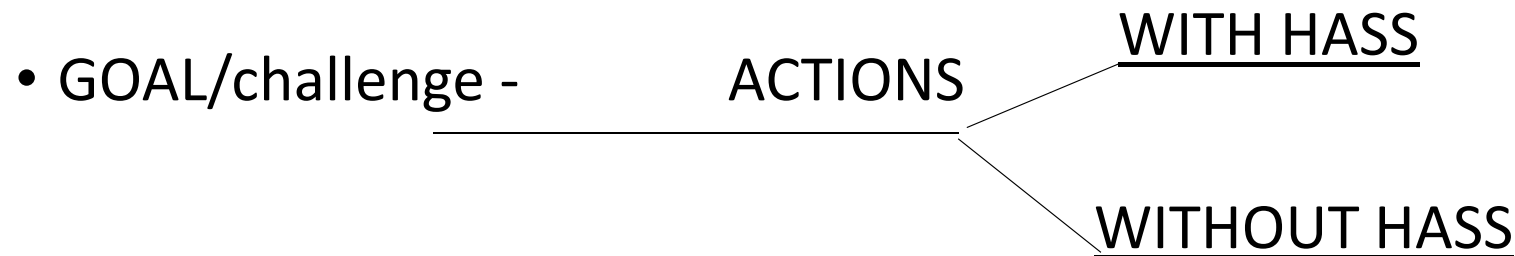
# About the Goals

- ‘sustainable development’ model = people, prosperity, planet, peace, partnership
- aspirational and ambitious
- SD is universal – “we are ALL developing countries now”
- profoundly inclusive – “leave no one behind”
- values based – universal human rights – **DIGNITY** and **DIVERSITY**



# Education and Futures

- speculative, anticipatory thinking exercise
- choose one Global Goal
- articulate the Goal as a problem or challenge
- outline two alternative possible future situations (in point form)
  - (1) Facing the challenge WITH HASS knowledge and skills
  - (2) Facing the challenge WITHOUT HASS knowledge and skills





# THE GLOBAL GOALS

For Sustainable Development



# Vision for Future Education - SDG 4



## Goal 4 QUALITY EDUCATION

- **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.**

# Future Education – GCEd and ESD – Vision, Pedagogy, Themes and Topics

- Common **vision** and holistic **pedagogy**
  - education **empowers learners to take action** for more inclusive, just and sustainable societies
  - education is **transformative**, emphasis on **change**
- Themes:
  - peace, human rights and citizenship ed (HASS-Civics and Citizenship)
  - tolerance, inclusivity and diversity (GC, CCPs)
  - climate change, biodiversity, disaster reduction, human wellbeing/poverty eradication (HASS – Geo)
  - sustainable consumption (HASS-Econs)

## HUMANITIES AND SOCSCI

**4** QUALITY  
EDUCATION



**THE GLOBAL GOALS**  
For Sustainable Development

**17** PARTNERSHIPS  
FOR THE GOALS



## GEOGRAPHY

**2** ZERO  
HUNGER



**3** GOOD HEALTH  
AND WELL-BEING



**6** CLEAN WATER  
AND SANITATION



**7** AFFORDABLE AND  
CLEAN ENERGY



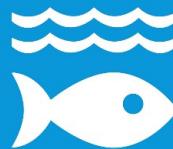
**11** SUSTAINABLE CITIES  
AND COMMUNITIES



**13** CLIMATE  
ACTION



**14** LIFE BELOW  
WATER



**15** LIFE  
ON LAND



**1** NO  
POVERTY



## ECONOMICS AND BUSINESS

**8** DECENT WORK AND  
ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**12** RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



**17** PARTNERSHIPS  
FOR THE GOALS



# HUMANITIES AND SOCSCI



4 QUALITY  
EDUCATION



17 PARTNERSHIPS  
FOR THE GOALS



# CIVICS AND CITIZENSHIP

10 REDUCED  
INEQUALITIES



11 SUSTAINABLE CITIES  
AND COMMUNITIES



16 PEACE AND  
JUSTICE



17 PARTNERSHIPS  
FOR THE GOALS



# HISTORY




10 REDUCED  
INEQUALITIES



16 PEACE AND  
JUSTICE



# HASS Knowledge Content to SDGs

HASS AREA CONTENT	SDG LINKS	OTHER HASS Curric	OTHER Learning Areas
Eg. Geography Year 9 <u>FOOD SECURITY</u>	 <u>SDG 2 ZERO HUNGER</u> SDG3 – health and wellbeing SDG6 – water SDG15 – life on land SDG10 – equality (etc)	History – Y9 Industrial Revolution and Food Production	Design and Technology – Food and Fibre  Biological Sciences?  English and Media?

# Future Skills / Capabilities / Competencies

- ‘soft competencies’ – ‘general capabilities’
  - collaboration, communication, critical thinking, creativity
- **empathy, care**, compassion and commitment
- **global** competency – **culture** and **worldview** awareness
  - emphasis on understanding and **attitudes** towards **cultural** difference and **multiple perspectives**, ability to **negotiate** difference and to **advocate** and **take action** “**for collective wellbeing**”; habitual connection local-global

# Future Skills / Capabilities / Competencies

- **systems thinking** competency
  - **anticipatory** competency - understand and evaluate multiple possible futures
  - **normative** competency
  - **strategic** competency
  - **=> complex problem solving**
- 
- (ESD competencies) Source: A. Leicht, J. Heiss and W. J. Byun (eds), *Issues and Trends in Education for Sustainable Development* (UNESCO, 2018)



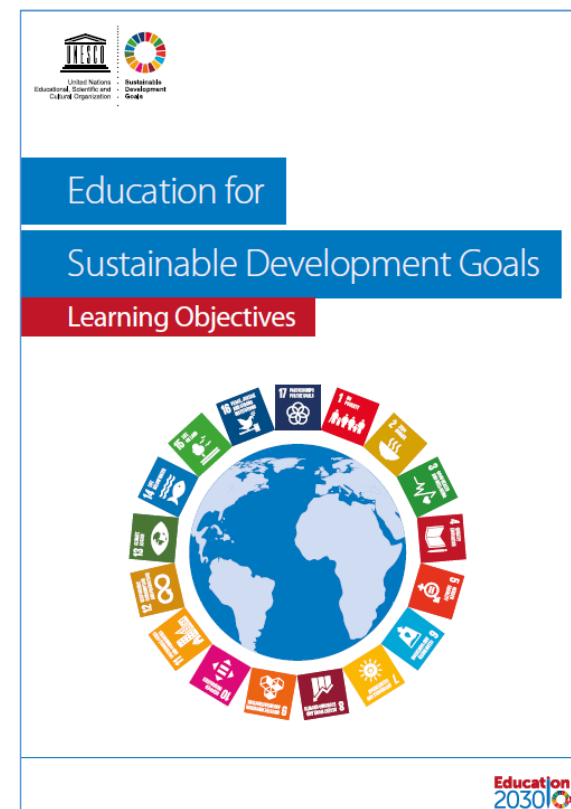
# Global Competence – Teaching Strategies

- structured **debates**
- organised **discussions**
- current events discussion
- playing games – **simulations** and **role-play**
- **project based learning (PBL)**
  - (inquiry, problem, challenge, design, mission etc)
- **service** learning

Source: “Teaching For Global Competence” OECD/Asia Foundation, 2018, p. 6

# SDGs – Learning Approaches

- Learning objectives, methods and approaches for ESD and for the UN SDGs.
- **PBL - Project Based Learning** –
  - conduct a **campaign** to (raise awareness on ....
  - conduct a **inquiry** project on (issue/problem/challenge)
- LCA - “Conduct a life cycle analysis of ...”
  - (**LCA** = Life Cycle Assessment = systems thinking model)
- Role-play, simulate (roles, situation)
- Service learning
  - community or charity linked projects



# Example – SDG 12 - Topics

## Box 1.2.12a. Suggested topics for SDG 12 “Responsible Consumption and Production”

Advertising, peer-pressure, belonging and identity-creation

Production and consumption history, patterns and value chains, and management and use of natural resources (renewables and non-renewables)

Environmental and social impacts of production and consumption

Energy production and consumption (transport, commercial and residential energy use, renewable energies)

Food production and consumption (agriculture, food processing, dietary choices and habits, waste generation, deforestation, overconsumption of food and hunger)

Tourism

Waste generation and management (prevention, reduction, recycling, reuse)

Sustainable lifestyles and diverse practices of sustainable production and consumption

Labelling systems and certificates for sustainable production and consumption

Green economy (cradle-to-cradle, circular economy, green growth, degrowth)

# Example – SDG 12 - Activities

## **Box 1.2.12b.** Examples of learning approaches and methods for SDG 12 “Responsible Consumption and Production”

Calculate and reflect on one’s individual ecological footprint<sup>9</sup>

Analyse different products (e.g. cell phones, computers, clothes) using Life Cycle Analysis (LCA)

Run a student company producing and selling sustainable products

Perform role plays dealing with different roles in a trading system (producer, advertiser, consumer, waste manager, etc.)

Screen short films/documentaries to help learners understand production and consumption patterns (e.g. *Story of Stuff* by Annie Leonard<sup>10</sup>)

Develop and run a (youth) action project related to production and consumption (e.g. fashion, technology, etc.)

Develop an enquiry-based project: “Is sustainability about giving things up?”

## One World Centre Website – SDG Resources for Teachers – SDG 12

### Teaching And Learning for SDG 12 – Responsible Consumption and Production



#### CONTENTS

[Overview](#)

[Learning Objectives, Approaches and Methods](#)

[Online Resources](#)

#### SDG 12: Overview



*“Goal 12: Ensure sustainable consumption and production patterns*

*Sustainable consumption and production is about promoting resource and energy efficiency, sustainable infrastructure, and providing access to basic services, green and decent jobs and a better quality of life for all. Its implementation helps to achieve overall development plans, reduce future economic, environmental and social costs, strengthen economic competitiveness and reduce poverty.”\*Source: United Nations Sustainable Development Goals / Goal 12 /*

For facts and figures, targets and links for SDG 12 go to the United Nations Sustainable Development Goals Pages – [UN SDGS: GOAL 12](#)

[Responsible Consumption and Production: Why it Matters \(pdf\) \(2 pages\)](#)

#### SDG 12: Learning Objectives, Approaches and Methods

## SDG12: Online Resources

### Calculating Ecological Footprints

**World's Largest Lesson** – Understanding Sustainable Living – <http://cdn.worldslargestlesson.globalgoals.org/2016/06/Understanding-Sustainable-Living.pdf>

(Upper Primary – Secondary)

This lesson evaluates various **lifestyle choices for sustainability** using an online ecological

footprint calculator to real-life data (hard copy of the ecological footprint calculator is available with the lesson). Footprint Calculator Website: [www.footprintnetwork.org](http://www.footprintnetwork.org)

### Life Cycle Analysis (LCA)

**The Life Cycle of a Jean**. Levi Strauss. PDF. <http://www.levistrauss.com/wp-content/uploads/2015/03/Full-LCA-Results-Deck-FINAL.pdf>

Produced by the Levi-Strauss company, the document explains LCA (life cycle analysis/assessment) and provides a LCA of the environmental impact of a pair of Levi jeans.

**The Life Cycle of a T-Shirt** – Angel Chang – TEDEd.

YOUTUBE VIDEO: [https://youtu.be/BiSYoeqb\\_VY](https://youtu.be/BiSYoeqb_VY)

TEDEd LESSON: <https://ed.ted.com/lessons/the-life-cycle-of-a-t-shirt-angel-chang>

# Some examples

- **1. SDG PROJECT BASED LEARNING**
- 2. Speculative, future thinking exercises
  - anticipatory capability, imagination, creativity
- 3. Life Cycle Analysis –
  - builds *systems thinking* capability
  - Use in HASS: History, Geography, Econs esp.
- 4. Sustainable Development Compass
  - builds critical thinking, anticipatory capability, systems thinking, and normative capabilities
- 5. Simulations and role plays

# 1. Project Based Learning

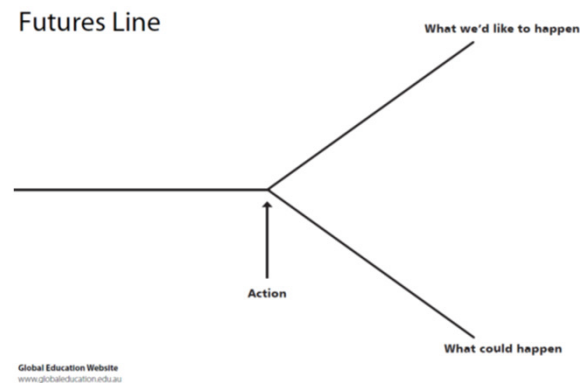
- **Varieties of PBL:** e.g. ‘problem’, ‘challenge’, ‘design’ ‘mission’ ‘inquiry’, ‘DCF’-‘Feel Imagine Do Share’
- **\*S.A.G.E.**
- **Student choice**
- **Authentic Work**
- **Global Significance** (local – global connection, OWC “Act Local, Be Global”.)
- **Exhibit** to a real world audience

\*OECD recommended PBL framework Source: OECD / Asia Society. *Teaching for Global Competence in a Rapidly Changing World* (2018)



## 2. Futures and anticipatory thinking

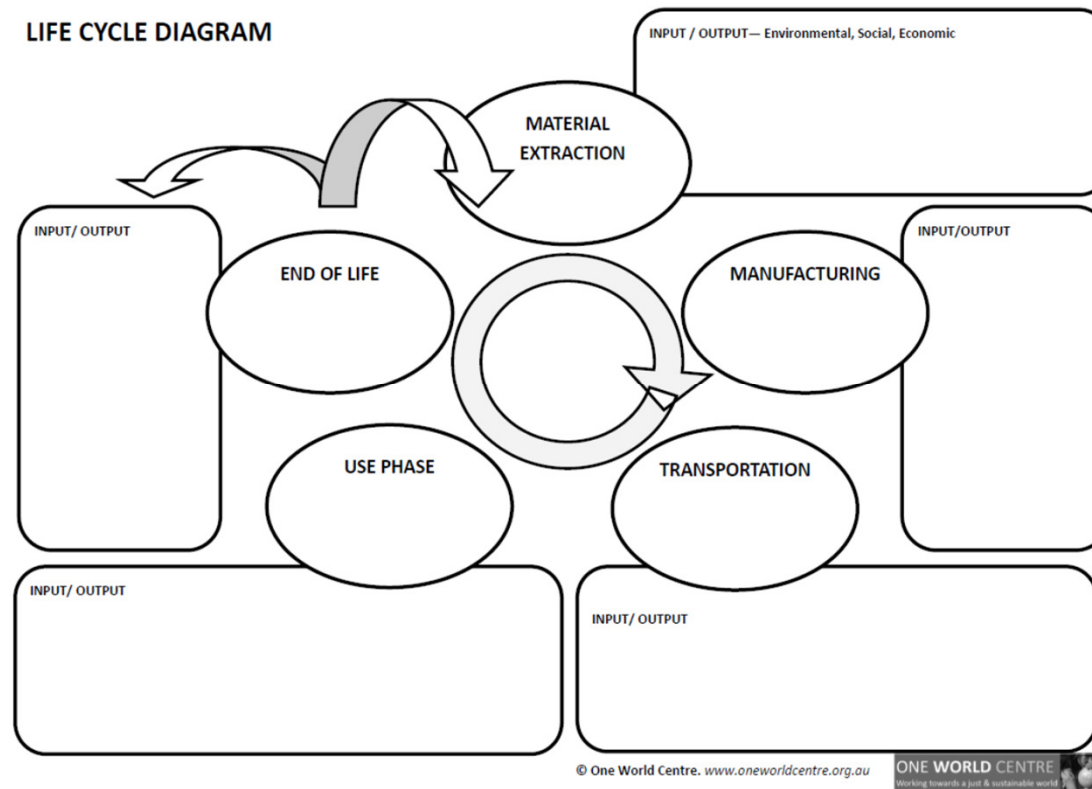
- *Futures Lines/Roses*



- 'Letter from the future'.
- 'What if?' scenarios (History)
- Dystopian/critical utopian thinking, imagining, imaging

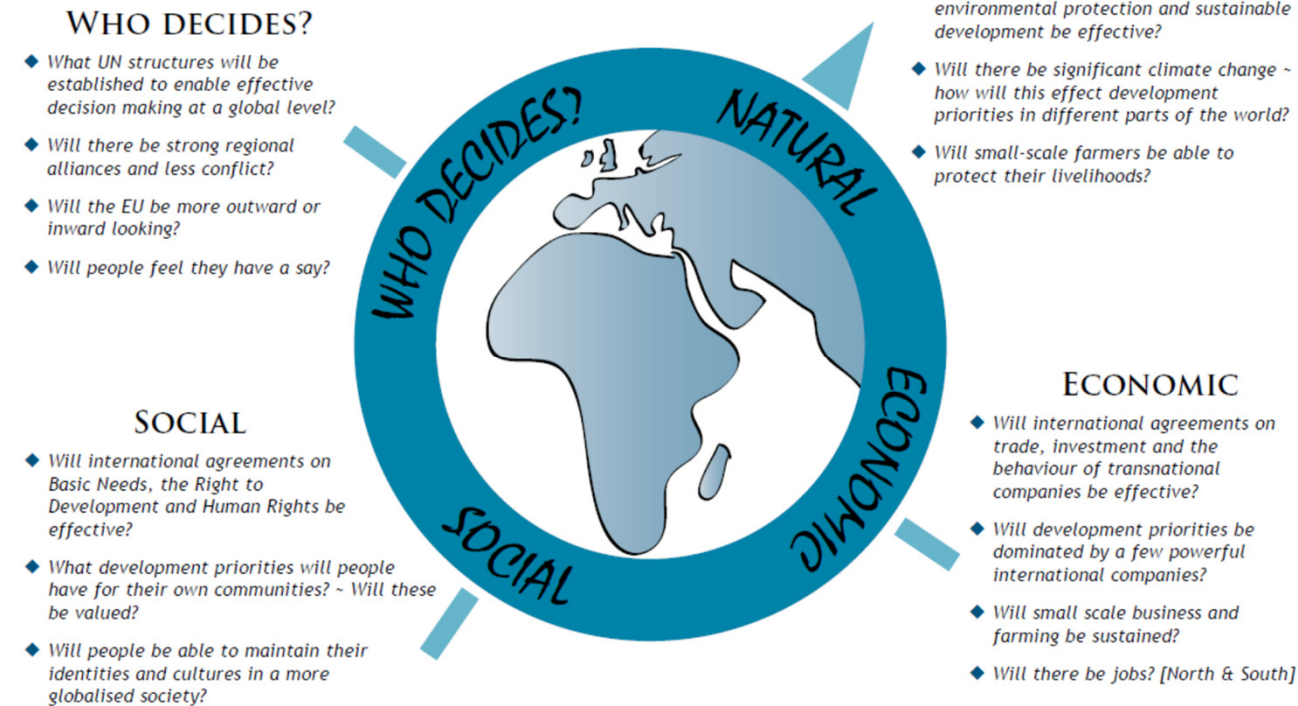
# 3. Life Cycle Analysis

LIFE CYCLE DIAGRAM



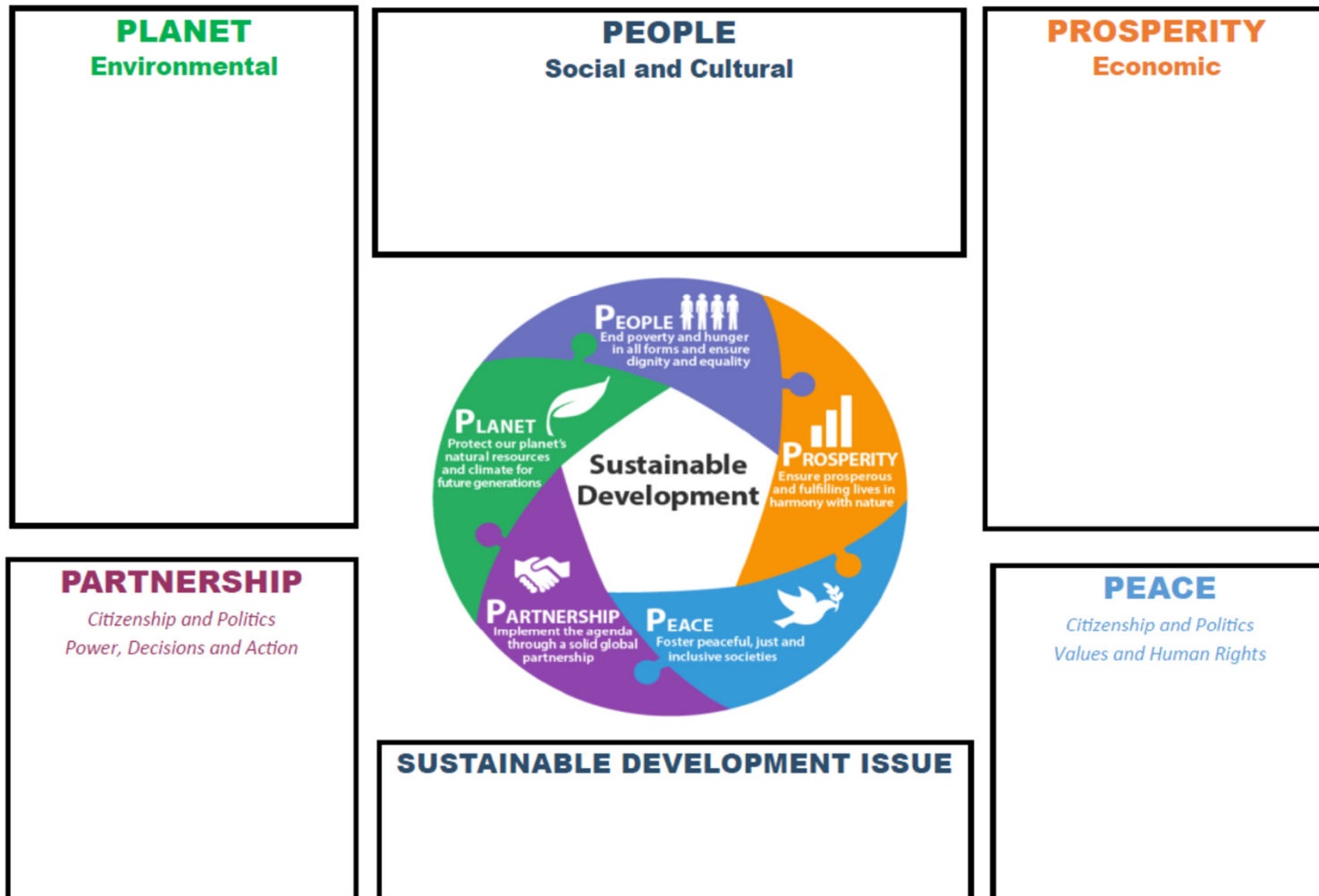
# 4. SD Compass – ‘Development Compass Rose’

## DEVELOPMENT: QUESTIONING THE FUTURE



© Tide~ global learning May be copied for use in your classroom  
from *What is development?*

**TIDE~**  
global learning toolkit  
[www.tidegloballearning.net](http://www.tidegloballearning.net)



## 5. Simulations and Role Play

- OWC Library Simulation/ Game Collection
  - Refugees (HASS Civ and Cit)
  - Trading (chocolate) (coffee) (HASS – Econs)
  - Cultural difference (Bafa' Bafa' game) (HASS – all)

<http://www.civiceducationproject.org/legacy/teachandlearn/other/bafa.html>
- Design a game – create a game – distribute or commercialise the game!
  - Eg. “Clash of Countries”

# Opportunities

- UNAA WA Global Citizenship Schools
  - <https://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/>
- New UNAA WA WACE unit “Global Citizenship and Sustainability” (years 10-12)
  - <https://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/wa-global-citizenship-curriculum-packages/>
  - GCEd “Mission Possible” Project model
- UNAA WA Global Goals Challenge
  - <https://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/wa-global-goals-challenge/>
- Asia Education Foundation – *Global Goals Youth Forum*

- <http://oneworldcentre.org.au>
- MEMBERSHIP: <http://www.oneworldcentre.org.au/about/membership/>
- 5 King William Street BAYSWATER (behind OXFAM, Fair Trade shop)
- phone: (08) 9371 9133
- email: [owc@oneworldcentre.org.au](mailto:owc@oneworldcentre.org.au) [Coordinator]
- email: [education@oneworldcentre.org.au](mailto:education@oneworldcentre.org.au) [Caroline Marsh]
- **Opening Hours: Wed & Thurs. 0900-1700**

- *Global Education* – GCEd, ESD and Global Competence summary and links
  - <http://www.oneworldcentre.org.au/about/global-education/>
- Introduction to Agenda2030 and the SDGs
  - <http://www.oneworldcentre.org.au/global-goals/agenda-2030-and-the-sdgs/>
- SDG Resources for Teachers
  - <http://www.oneworldcentre.org.au/global-goals/#resall>
- SDG Workshop Documents – Curriculum Tables
  - <http://www.oneworldcentre.org.au/global-goals/workshop-documents/>
  - HASS 7-10 Curriculum Table: [http://www.oneworldcentre.org.au/wp/wp-content/uploads/2017/08/SDG-HASS\\_7-10.pdf](http://www.oneworldcentre.org.au/wp/wp-content/uploads/2017/08/SDG-HASS_7-10.pdf)
- OWC Global Education Project Publications
  - <http://www.oneworldcentre.org.au/resources-for-teachers/publications/>



# REFERENCES

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- UNESCO, *Education for the Sustainable Development Goals: Learning Objectives* (UNESCO, 2018)
  - <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>
- A. Leicht, J. Heiss and W. J. Byun (eds), *Issues and Trends in Education for Sustainable Development* (UNESCO, 2018)
  - <http://unesdoc.unesco.org/images/0026/002614/261445e.pdf>
- *Schools in Action: Global Citizens for Sustainable Development KIT* (UNESCO, 2016)
  - A Guide for Teachers: <http://unesdoc.unesco.org/images/0024/002468/246888e.pdf>
- **Templates** for development compass rose, futures line, futures wheel, placemat (etc)
  - <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>
- **Development Compass Rose** – Available for download for use in classrooms at
  - <https://www.tidegloballearning.net/sites/default/files/uploads/2c.50%20Compass%20rose.pdf>
- **Life Cycle Thinking – Basics** - 'A Guide to Life Cycle Thinking'. Leyla Acaroglu
  - <https://medium.com/disruptive-design/a-guide-to-life-cycle-thinking-b762ab49bce3>

## GLOBAL COMPETENCE (OECD/PISA)



**Both OECD and the Center for Global Education have identified four key aspects of global competence. Globally competent youth:**

- (1) investigate the world beyond their immediate environment by examining issues of local, global, and cultural significance;
- (2) recognize, understand, and appreciate the perspectives and world views of others;
- (3) communicate ideas effectively with diverse audiences by engaging in open, appropriate, and effective interactions across cultures; and
- (4) take action for collective well-being and sustainable development both locally and globally.

Source: **“Teaching For Global Competence in a Rapidly Changing World”** OECD/Asia Society, 2018, pp 4-5.

## GCED and ESD (UNESCO)

*Schools in Action: Global Citizens for Sustainable Development* KIT (UNESCO, 2016)

A Guide for Teachers:

<http://unesdoc.unesco.org/images/0024/002468/246888e.pdf>

