

RESOURCE GUIDE FOR EDUCATORS

# Introduction to Sustainable Development Goals (SDGs)



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*Find this guide and more at  
[world-affairs.org/program/global-classroom](http://world-affairs.org/program/global-classroom)*

*GLOBAL CLASSROOM WANTS TO KNOW HOW YOU HAVE USED THIS RE-  
SOURCE PACKET IN YOUR CLASSROOM!*

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## **A Note on Learning Standards Presented in this Packet:**

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

**The College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled ***Educating for Global Competence: Preparing Our Youth to Engage the World*** (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

## **WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS**

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

### **(1) Social Studies EALR 1: CIVICS**

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

### **(2) Social Studies EALR 2: ECONOMICS**

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

### **(3) Social Studies EALR 3: GEOGRAPHY**

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

### **(4) Social Studies EALR 4: HISTORY**

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

### **(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS**

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

## COLLEGE, CAREER, & CIVIC LIFE C<sub>3</sub> FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

### C<sub>3</sub> Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING ACTION
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> <li>Civics</li> <li>Economics</li> <li>Geography</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Gathering and Evaluating Sources</li> <li>Developing Claims and Using Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Communicating and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul>

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

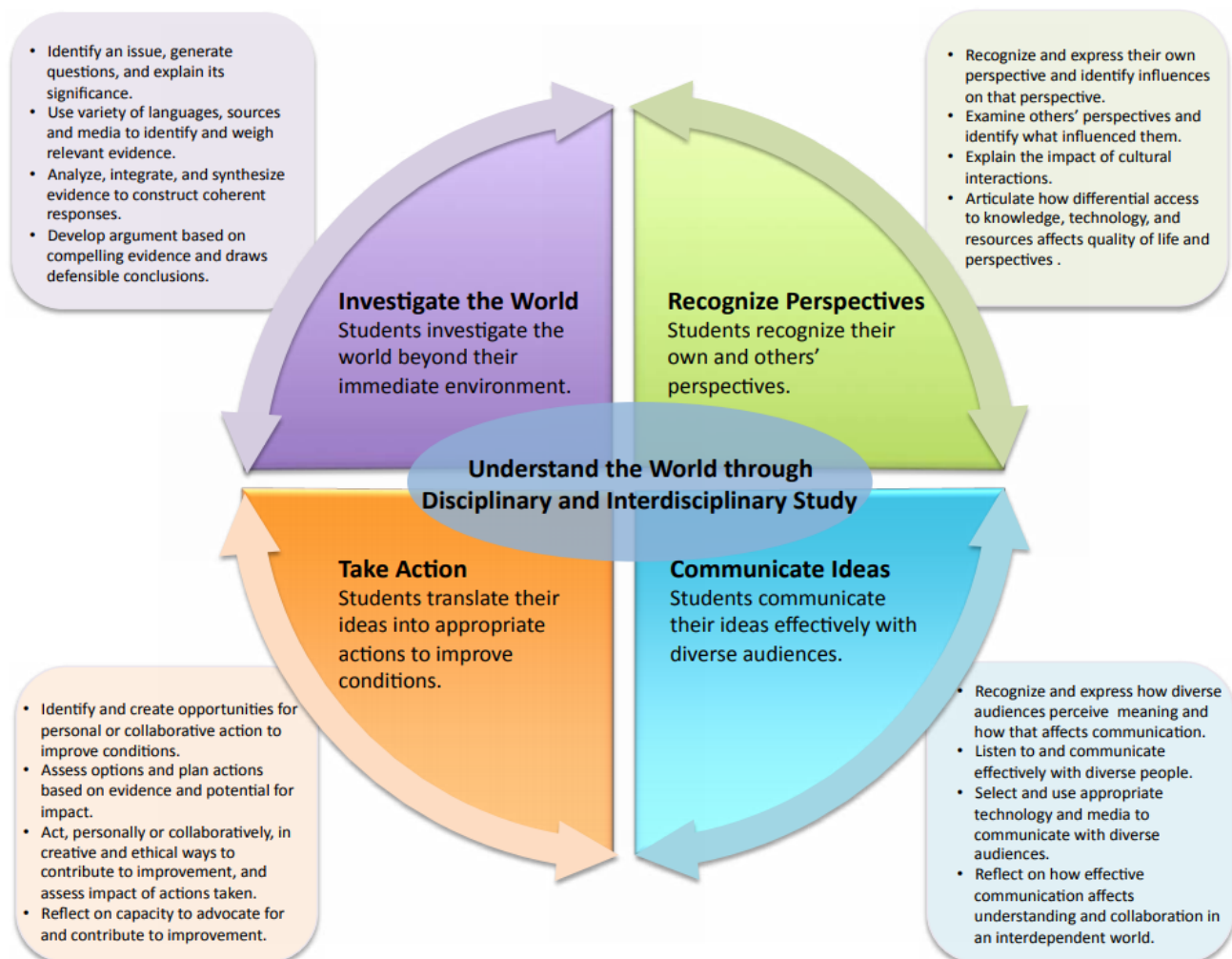
## EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

**“Global competence is the capacity and disposition to understand and act on issues of global significance”** (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



# Introduction to the Sustainable Development Goals

## Suitable across grades

### **Malala Introducing The Worlds Largest Lesson**

<https://vimeo.com/138852758>

An introductory video for students to learn more about what the 17 SDGs were created to achieve, and why they are so important (6:20)

### **The World's Largest Lesson 2016**

<https://vimeo.com/178464378>

Sir Ken Robinson, Emma Watson, and Aardman Animations invite children to get involved in the Global Goals for Sustainable Development by inventing, innovating and campaigning. (5:16)

### **World's Largest Lesson Plan**

<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

Produced in partnership with UNICEF, this particular webpage provides three different lesson plans for students ranging from ages 8– 14. It also provides different types of resources (such as videos or comics) that can help pique a young student's interest in the SDGs.

## Grades 3-5

### **All Aboard for Global Goals**

<https://www.allaboardforglobalgoals.com/en-us>

Thomas and Friends have collaborated with the UN to teach children and parents about several of the Sustainable Development Goals. Each of the goals features a video of Thomas the Tank Engine discussing the goal along with questions and activities for children.



## Grades 6-8

### UN Sustainable Development Goals

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

This website provides a basic information about each goals, "Why It matters" pdfs, pictures, and relevant videos.

### Measuring progress towards the Sustainable Development Goals

<https://sdg-tracker.org/>



The Sustainable Development Goal tracker provides up to date data on each of the SDGs. Each SDG has its own tracking page, featuring interactive maps and charts displaying change and progress.

## Grades 9-12

### Chapter 1: Getting to know the Sustainable Development Goals

<https://sdg.guide/chapter-1-getting-to-know-the-sustainable-development-goals-e05b9d17801>

A detailed background and agenda for the SDGs, why they are important and a history of sustainable development.

### Sustainable Development Goals

<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

This webpage provides pictures, related articles, how each goal is being addressed in various countries, as well as discussing what other goals are being addressed in that country as well. In addition, additional resources are provided in term of facts, figures, target goals, and what efforts can be made towards the implementation of those goals.

### The Global Goals Debate

<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

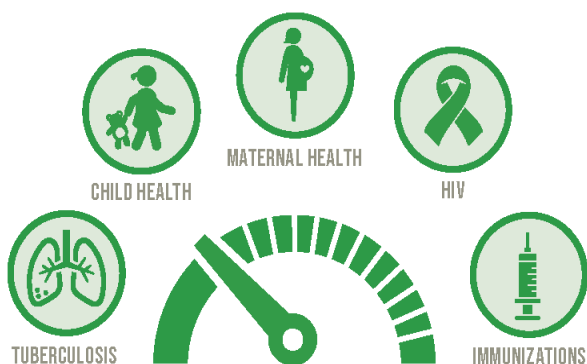
This webpage includes a lesson plan for a classroom debate for student ranging from ages 8-18. This will help with conceptualizing the importance of taking action.



## ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

### BEFORE COVID-19

PROGRESS IN MANY HEALTH  
AREAS CONTINUED, BUT  
**NEEDS ACCELERATION**



### COVID-19 IMPLICATIONS

HEALTHCARE DISRUPTIONS COULD  
**REVERSE DECADES  
OF IMPROVEMENTS**



HUNDREDS OF THOUSANDS OF ADDITIONAL  
UNDER-5 DEATHS MAY BE EXPECTED IN 2020

### THE PANDEMIC HAS

**INTERRUPTED  
CHILDHOOD  
IMMUNIZATION  
PROGRAMMES  
IN AROUND  
70 COUNTRIES**



**ILLNESS AND DEATHS  
FROM COMMUNICABLE DISEASES  
— WILL SPIKE —**



SERVICE CANCELLATIONS  
WILL LEAD TO  
**100% INCREASE  
IN MALARIA DEATHS  
IN SUB-SAHARAN AFRICA**

**LESS THAN HALF**  
OF THE GLOBAL POPULATION



— IS COVERED BY —  
**ESSENTIAL HEALTH SERVICES**  
(2017)







The following is a brief description of what the Sustainable Development Goals are and can be found at [www.un.org/sustainabledevelopment](http://www.un.org/sustainabledevelopment). This site, in addition to providing descriptions of each goal, provides related articles, videos, targets of each goal, and links for further information. This is a wonderful resource to begin your journey!

"The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice. Learn more and take action."

**SDG 1** - No poverty

**SDG 2** - Zero hunger

**SDG 3** - Good health and wellbeing

**SDG 4** - Quality education

**SDG 5** - Gender equality

**SDG 6** - Clean water and sanitation

**SDG 7** - Affordable and clean energy

**SDG 8** - Decent work and economic growth

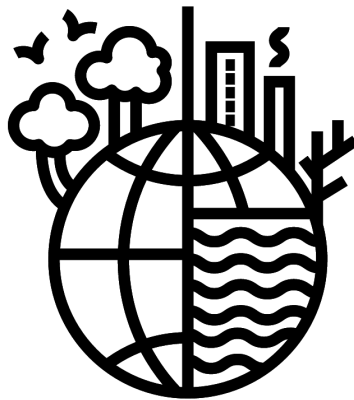
**SDG 9** - Industry, innovation, and infrastructure

**SDG 10** - Reduced inequalities

**SDG 11** - Sustainable cities and communities

**SDG 12** - Responsible consumption and production

**SDG 13** - Climate action

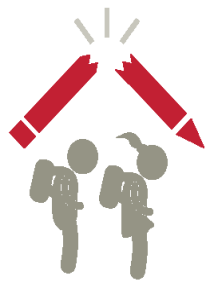




## ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

### BEFORE COVID-19

PROGRESS TOWARDS  
INCLUSIVE AND EQUITABLE QUALITY  
EDUCATION WAS **TOO SLOW**



OVER 200 MILLION CHILDREN WILL  
STILL BE **OUT OF SCHOOL** IN 2030

### COVID-19 IMPLICATIONS



SCHOOL CLOSURES KEPT  
**90% OF ALL STUDENTS OUT OF SCHOOL**  
REVERSING YEARS OF PROGRESS ON EDUCATION

### INEQUALITIES IN EDUCATION ARE EXACERBATED BY COVID-19

IN LOW-INCOME COUNTRIES,  
CHILDREN'S SCHOOL COMPLETION RATE IS



**79%** IN RICHEST  
20% OF HOUSEHOLDS



**34%** IN POOREST  
20% OF HOUSEHOLDS

REMOTE LEARNING REMAINS  
**OUT OF REACH FOR**  
AT LEAST  
**500 MILLION STUDENTS**



**ONLY 65% OF PRIMARY SCHOOLS**  
HAVE BASIC HANDWASHING FACILITIES  
CRITICAL FOR COVID-19 PREVENTION

# Helpful Resources

## Flagship Programme: Making Every Woman and Girl Count

<https://www.unwomen.org/en/how-we-work/flagship-programmes/making-every-woman-and-girl-count>

This website provides information into how the UN is attempting to improve statistics on gender disparities in order to more fully understand where progress is needed and what measures are working.

## SDG Tracker

<https://sdg-tracker.org/gender-equality#targets>

The Sustainable Development Goal Tracker which includes many useful charts and maps revealing how far the world has progressed towards the fifth Sustainable Development Goal. Information on universal suffrage, domestic violence, and child marriage worldwide included.

## Critical Climate Actions

<https://www.rainforest-alliance.org/articles/5-critical-climate-actions-you-can-take-right-now>

If you're feeling a bit anxious these days, you're not alone. Each week seems to bring a new global crisis—and that's on top of the looming catastrophe we've been worrying about for years: climate change.

## Action Against Hunger

<https://www.actionagainsthunger.org/world-hunger-facts-statistics>

Hunger is strongly interconnected with poverty, and it involves interactions among an array of social, political, demographic, and societal factors. People living in poverty frequently face household food insecurity, use inappropriate care practices, and live in unsafe environments that have low access to quality water, sanitation, and hygiene, and inadequate access or availability to health services and education—all of which contribute to hunger.

### Fast Facts

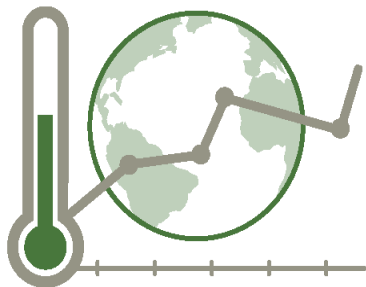
More than 700 million people, or 10 per cent of the world population, still live in extreme poverty today, struggling to fulfil the most basic needs like health, education, and access to water and sanitation, to name a few. The majority of people living on less than \$1.90 a day live in sub-Saharan Africa. Worldwide, the poverty rate in rural areas is 17.2 per cent—more than three times higher than in urban areas. <https://www.un.org/sustainabledevelopment/sdgs-framework-for-covid-19-recovery/>



# TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

## BEFORE COVID-19

GLOBAL COMMUNITY SHIES AWAY FROM COMMITMENTS REQUIRED TO REVERSE **THE CLIMATE CRISIS**



2019 WAS THE SECOND WARMEST YEAR ON RECORD

GLOBAL TEMPERATURES ARE PROJECTED TO RISE BY UP TO 3.2°C BY 2100



**ONLY 85 COUNTRIES**  
**HAVE NATIONAL**  
**DISASTER RISK**  
**REDUCTION STRATEGIES**  
**ALIGNED TO THE**  
**SENDAI FRAMEWORK**

## COVID-19 IMPLICATIONS

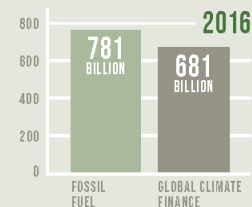


COVID-19 MAY RESULT IN A **6% DROP IN GREENHOUSE GAS EMISSIONS FOR 2020**

**STILL SHORT OF 7.6% ANNUAL REDUCTION REQUIRED TO LIMIT GLOBAL WARMING TO 1.5°C**

## CLIMATE FINANCE: INVESTMENT IN FOSSIL FUELS

CONTINUES TO BE HIGHER THAN INVESTMENT IN CLIMATE ACTIVITIES



CLIMATE CHANGE CONTINUES TO EXACERBATE THE FREQUENCY AND SEVERITY OF **NATURAL DISASTERS**



MASSIVE WILDFIRES



DROUGHTS



HURRICANES



FLOODS

AFFECTING **MORE THAN**  
**39 MILLION PEOPLE**  
**IN 2018**

# Helpful Resources

## Clean Water Action

<https://www.cleanwateraction.org/>

Website with multiple resources on and news about clean water in the United States

## Global Water Crisis

<https://www.worldvision.org/clean-water-news-stories/global-water-crisis-facts>

There's nothing more essential to life on Earth than water. Yet, from Cape Town to Flint, Michigan, and from rural, sub-Saharan Africa to Asia's teeming megacities, there's a global water crisis. People are struggling to access the quantity and quality of water they need for drinking, cooking, bathing, hand-washing, and growing their food.

## Goal 12: Responsible Consumption and Production

<https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-12-responsible-consumption-and-production.html>

Achieving economic growth and sustainable development requires that we urgently reduce our ecological footprint by changing the way we produce and consume goods and resources. Agriculture is the biggest user of water worldwide, and irrigation now claims close to 70 percent of all freshwater for human use.

## Education

<https://www.unicef.org/education>

On any given school day, over 1 billion children around the world head to class. More children and adolescents today are enrolled in pre-primary, primary and secondary education than ever before. Yet, for many of them, schooling does not lead to learning.

## Right to Education: Situation Around the World

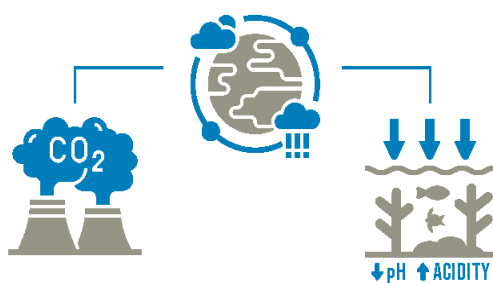
<https://www.humanium.org/en/right-to-education/>

More than 72 million children of primary education age are not in school and 759 million adults are illiterate and do not have the awareness necessary to improve both their living conditions and those of their children.

## CONSERVE AND SUSTAINABLY USE THE OCEANS, SEA AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT

### BEFORE COVID-19

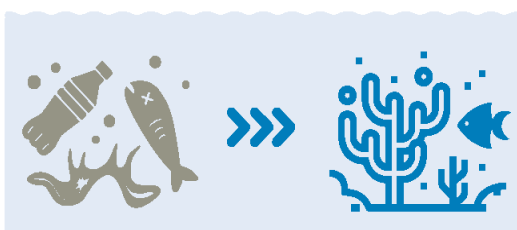
OCEAN ACIDIFICATION CONTINUES TO THREATEN MARINE ENVIRONMENTS AND ECOSYSTEM SERVICES



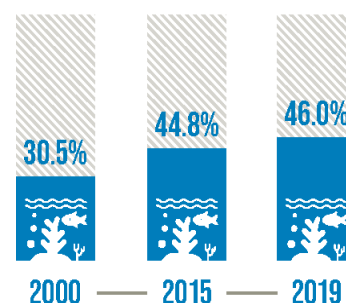
A 100–150% RISE  
IN OCEAN ACIDITY IS PROJECTED BY 2100,  
AFFECTING HALF OF ALL MARINE LIFE

### COVID-19 IMPLICATIONS

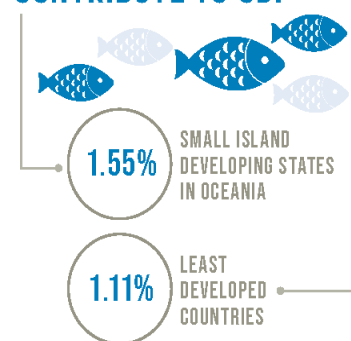
THE DRASTIC REDUCTION IN HUMAN ACTIVITY  
— BROUGHT ABOUT BY COVID-19 —  
MAY BE A CHANCE FOR OCEANS TO RECUPERATE



GLOBAL MARINE KEY  
BIODIVERSITY AREAS  
COVERED BY PROTECTED  
AREAS INCREASED



SUSTAINABLE FISHERIES  
CONTRIBUTE TO GDP



10x THE GLOBAL AVERAGE

97 COUNTRIES SIGNED THE AGREEMENT ON PORT STATE MEASURES,  
THE FIRST BINDING INTERNATIONAL AGREEMENT  
ON ILLEGAL, UNREPORTED AND UNREGULATED FISHING

