



3- Examine the Global Goals

“In 2015, world leaders agreed to 17 goals for a better world by 2030. These goals have the power to end poverty, fight inequality and stop climate change. Guided by the goals, it is now up to all of us, governments, businesses, civil society and the general public to work together to build a better future for everyone.”¹

Therefore, the third challenge of your quest is to examine the content and importance of the Global Goals and present your findings to your partner school.

1. Let's begin with three short videos introducing the Global Goals in very different ways.

(If both partner schools are already familiar with the Global Goals, you may agree on skipping challenge 1 and/or 2 and move on to challenge 3 – Now that the whole class is familiar with the content of the seventeen Global Goals)

You are going to work in pairs or groups. After watching each video in plenum, discuss with your partner(s) and write down what new aspects you learned about the Global Goals and which means were used to present the message. Rate each video in your pairs or groups by giving them from one to five stars and give the reasons for your rating. After debating for 5 to 10 minutes, watch the next video and follow the same procedure.

Finally, discuss and rate the 3 videos in plenum.



[Let's get the job done](https://www.project-everyone.org/) is a film about the Global Goals for Sustainable Development produced by www.project-everyone.org.

¹ <https://www.globalgoals.org/>



[World's largest lesson, animation part 1](#)



[Tell everybody – The Global Goals campaign](#)

2. Now it is time to examine each of the seventeen Global Goals and present each goal on a poster

You are going to work in pairs or groups with one or two Global Goals depending on how many learners there are in your class. Each pair draws one or two numbers between one and seventeen. The number you get represents the goal you are going to examine.

On the site [the World's Largest Lesson](#), you can find and download the icons of each goal as well as a lot of other useful materials. For your work with your goal you should download and print:

- the icon
- the "Why it matters"-text
- the quotation

(see example with Goal one below).

These three components will constitute your basic knowledge about your goal and on the poster you are going to make.

There are several other suggestions on the site that you may use for your poster.

However, we encourage you to also do further research in order to learn as much as possible about your goal, to make as thorough a presentation as possible and in order to make your poster personal and interesting.

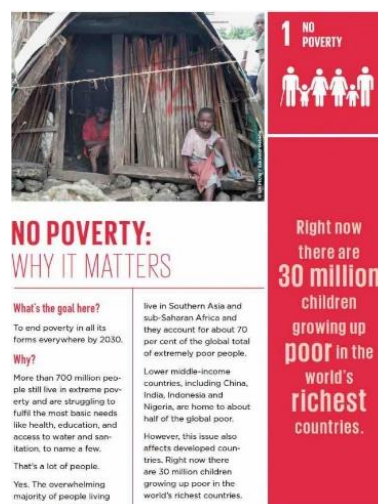
For instance, you can use [the official website of the United Nations](#) (UN) on the Sustainable Development Goals.

You can also use statistics, photos, drawings, quotations, poems, letters to the editor, etc.

Example with Global Goal number one: No poverty



You can [download the icon here](#)



And the text [No poverty: Why it matters](#)

And a Nelson Mandela Quotation:

"In this new century, millions of people in the world's poorest countries remain imprisoned, enslaved, and in chains. They are trapped in the prison of poverty. It is time to set them free. Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings. And overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life. While poverty persists, there is no true freedom." Nelson Mandela

But there are several other suggestions on the site.



A picture from the internet

When everybody has finished their poster, present them in plenum to share your knowledge with the other learners. You should not just read aloud from the posters but make an interesting presentation to captivate your audience.

After your presentation remember to ask for questions and comments.

Eventually, you can perhaps make an exhibition and presentation of your posters in the library or in a

hallway or a corridor in your school so others can learn about the Global Goals from your work.

3. **Now that the whole class is familiar with the content of the 17 Global Goals, it is time to do some research to find out which challenges people consider the most important to overcome in your local community or in your region**

(As it is difficult to know the structure in 9 different countries, it might be better that the two partner schools agree on what area surrounding them they want to research)



To get a solid basis for your decisions, you are going to do research by interviewing people in your local community.

You are going to work in pairs or groups of three.

Each pair/group is going to interview at least 5 persons.

You are going to ask three questions to each person:

- Which three challenges do you think are the most important in our local community?
- Why?
- What should be done to overcome the three challenges?



Before you begin, it is important that you agree on who each pair/group is going to interview, so you talk with as many different persons as possible and do not ask the same people several times. Here is a list of different people you might want to interview:

- different age groups
- different backgrounds and jobs
- politicians and officials
- doctors and nurses
- police and military
- fellow citizens and other learners
- research workers
- poor people/rich people

Continue the list yourself.

How to make a good interview?

(You can skip this exercise if you already know how to make a good interview)

If you have not done an interview before, it is a good idea to discuss in plenum how you can approach people and what it takes to make a good interview.

You can also practice interviewing by roleplaying. Some of the interview pairs/groups volunteer as guinea pigs and your teacher or fellow learners act as interview persons.

In front of the class, you then perform interviews with the three questions: Which challenges, why, what can be done?

How do you approach people, how do you carry out the interview and how do you finish the interview?

After each roleplay, there should be feedback from the audience. What was good and what could be better? Maybe you can sum up some important interview techniques or good advice on the black board.

How to record the answers?

If possible, you can record the answers on your phone and maybe take a picture or video of the persons you interview. This will make it easier to remember the answers and present them afterwards.

If not, one of you has to write down the answers while the other(s) does the interview.



Presentations and summing up of the interview results in the pairs/groups

- When you have finished your research, it is time for the pairs/groups to sum up the answers from the persons they have interviewed.

- How many different challenges have been mentioned? Write down one challenge on one piece of paper/page. If you have ten challenges, you will need ten pieces of paper/pages.
How many times has each challenge been mentioned? Add the number to each challenge.
Which Global Goals does each challenge refer to? Add the Global Goal to each challenge.
- How many different reasons have been given for each challenge? Write down each reason below the challenge it belongs to.
How many times has each reason been mentioned? Add the number to each reason.
- How many different suggestions have been given to overcome each challenge? Write down each suggestion below the challenge it belongs to.
How many times has each suggestion been mentioned? Add the number to each suggestion.



Meeting about Goal 2 Zero hunger in Nepal

Presentations and summing up of the interview results in plenum

(The following *may sound complicated so you are very welcome to do the summing up in the way you prefer*)

When you have finished the summing up in your pairs/groups, it is time to sum up all the interview results. As it is important that everybody can see the results, you need blackboards, whiteboards, posters to do the job.

One pair begins by transferring their results from paper to, for instance, posters. One poster for each challenge with reasons, suggestions and numbers.

The other groups work by turns. If the challenges, reasons and suggestions they have are already

represented, they just add their numbers in the right place.

If they have new reasons and suggestions to already represented challenges, they add them in the correct place.

If they have new challenges, reasons and suggestions, they make new posters.

When everybody has added their research results, it should be possible to see which three challenges people in your community consider the most important, why it is so and what they suggest to do.



- 4. Now that you have interviewed different people in your local community and summed up the answers it is time to decide which three Global Goals represent the most important challenges for you to overcome.**

It is up to you if you want to choose the three challenges that your fellow citizens have appointed as the most important or you want to exchange one, two or three challenges and substitute them with your own suggestions.

For instance, you can begin the decision-making in groups of four. (*But you are welcome to choose another way to carry out your decision-making*).

Taking turns, each group member selects the three goals, s/he considers to represent the most important challenges in your local community/region.



When you have argued for and against the suggestions, you have to make a decision in each group. Perhaps you can agree on the three goals and maybe you have to vote.

Next step in the decision-making process is that one member from each group presents the group's considerations and decisions in plenum. If new challenges appear, add them to the already existing list appointed by your fellow citizens. Give time for questions and comments.

Afterwards, it is time to make an important decision in plenum because the three goals the class decides on as the most important challenges in your local community/region are the goals you are going to examine closer in the next phases.

You may have to vote if it is too difficult to agree on the goals that represent the three challenges.



5. Presentation of the three selected posters and the research results to your partner school

After having made the important decision, it is time to communicate the three posters representing your three selected goals and challenges and the reasons why you chose them to your partner school.

Here are a few examples you may use to present the reasons why you consider these three challenges the most important in your local community/region.

- a letter to the editor in a local or national newspaper
- a text to a rap song (you might even perform and record it)
- a role-play
- a photo-collage/drawings that describes one, two or all three challenges
- a small video with the interviewed persons and some of their statements
- a news feature in a fictitious television or radio program about your work

You may continue the list yourself.