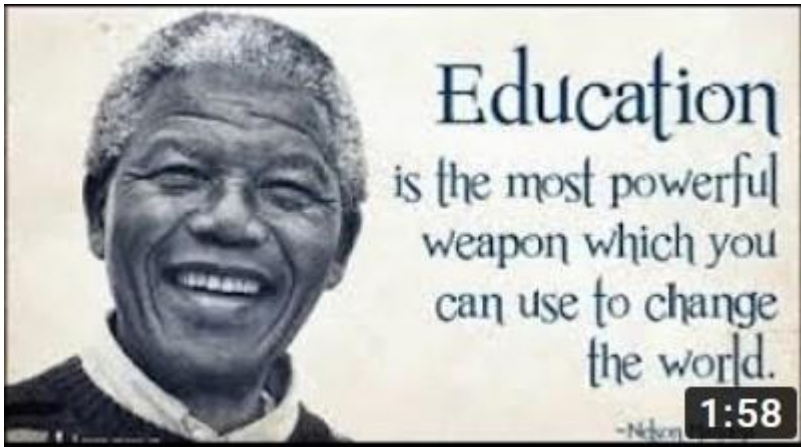




4a - Examine what you and your school can do to contribute to achieve the Global Goals

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**Nelson Mandela knew it.**



**Malala knows it**

“Let us pick up our books and our pens, they are our most powerful weapons. One child, one teacher, one book and one pen can change the world”, she said in her speech to the UN on her 16<sup>th</sup> birthday.

[Watch the video](#) (2:13)

**UNESCO knows it**

[UNESCO states](#) that “education is essential for the success of all 17 Global Goals” and claims that “[ASPnet is recognized](#) as an effective tool for reaching target 4.7 on Global Citizenship Education and Education for Sustainable Development”.

## And now you know it too – education can change the world

Therefore, the last challenge of your quest is to examine:

1. What you can do to contribute to achieve the Global Goals.
2. Whether your education provides you with the necessary knowledge, skills and competences to be able to contribute to the success of the Global Goals.



1. **Let us begin with some examples of how young people in different parts of the world have acted creatively to make a difference.**

First and last, you are going on a trip around the world and, in between, you will visit Paraguay, Sierra Leone, South Africa and Sweden.

Watch the videos in pairs or in groups. Discuss and take notes after each video:

- What do the persons do to make a difference?
- Do they innovate, invent, campaign or present?<sup>1</sup>
- What do they hope to obtain?
- What knowledge, skills and competences do they use?
- Which Global Goal(s) do they address with their work?

Rate the videos together in your pairs/groups by giving them from one to five stars and give reasons for your ratings.

When you have finished in your groups, present and debate your answers and ratings in a plenary session. Work out and write down a list of what possibilities for actions the videos show.

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<sup>1</sup> In the first video, World's Largest Lesson 3, the speaker says: "There are three ways you can help. You can invent, innovate and campaign." You might add a fourth category, namely, present.



### [World's largest lesson 3](#) – introduced by Emma Watson

“We have an urgent mission to complete by 2030 and I really need your help. We need to fight global inequality, end extreme poverty and respect our planet.

Watch this film to find out how you can use your creativity and power to help us achieve these goals.

The Global goals can seem huge but if you focus on fixing the things where you live, you can make a big difference. There are three ways you can help. You can invent, innovate and campaign.” [Watch the video](#)  
*(If you want subtitles click on icon number five from the right below the red line)*



### The Landfill Harmonic – the “Recycled Orchestra” (3:31)

An inspiring story about a group of young adults who transformed trash into a full orchestra's worth of musical instruments. Watch the [trailer](#).





"I am from Sierra Leone and I love inventing. We do not have too much electricity, the lights will come on once in a week and the rest of the month is dark. So I made my own battery to power lights in people's houses".

Kelvin loves to invent things that can make life easier for his fellow human beings. [Watch the video](#)

*(If you want subtitles click on icon number five from the right below the red line).*



#### [Flash mob tribute to Nelson Mandela](#)

The Soweto Gospel Choir sings an emotional tribute to Nelson Mandela at the Woolworth store in Johannesburg, South Africa. [Watch the video](#) (3:10)

In this context, it is impossible not to mention the 15-year-old Swedish schoolgirl, Greta Thunberg, and her amazing example. Within six months, she has inspired a movement of young climate activists around the globe, spoken to world leaders and been [nominated for a Nobel Peace Prize for climate activism](#).



Swedish teenage climate activist, Greta Thunberg, spoke to the BBC in September 2018 about her climate strike outside the Swedish parliament. [Watch the video \(2:04\)](#)  
Since then, she has become a global phenomenon, speaking at the UN and Davos.



Fifteen-year-old Swedish climate activist, Greta Thunberg, addressed the U.N. plenary in Katowice, Poland, condemning global inaction in the face of catastrophic climate change. [Watch the video.](#)





Her climate strike has inspired thousands of other young people across the world to carry out similar protests.

On Friday March 15<sup>th</sup> 2019, the school strikes grew bigger than ever. Tens of thousands of young people around the world skipped school to teach adults a lesson. Young people in more than 1000 cities all over the world followed Greta Thunberg who skips school to make politicians act on climate change.

[Watch the video](#) [You can read more on Fridays for Future](#)

During the week of March 15, there were at least 1.6 million strikers on all 7 continents, in more than 125 countries and in well over 2000 places. <sup>2</sup>



[Photos from around the globe](#) on 15<sup>th</sup> of March 2019

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<sup>2</sup> Fridays for Future

### This is how the climate strikes started<sup>3</sup>

20<sup>th</sup> of August 2018 in Stockholm, Sweden. Greta Thunberg, 15-years-old, skips school to sit down in front of the Swedish Parliament in Stockholm for three weeks before the election to make politicians act on climate change. Since the election, she has been on strike every Friday under the title 'Fridays for Future'.

4<sup>th</sup> of September, Den Haag, Holland. A few students strike in front of the Parliament. Later that month, a few persons act like Greta Thunberg in Berlin, Germany, in Zeist, Holland, and in Ontario, Canada.

20<sup>th</sup> of October, Helsinki, Finland. 10.000 skip school and Greta Thunberg makes a speech that goes viral.

30<sup>th</sup> of November. 'Fridays for Future' mobilizes 800 Danish young people who skip school in six Danish towns. 27 countries participate. In Australia around 10.000 young people are in the streets.

17<sup>th</sup> of December, Katowice, Poland. At the Climate Summit, COP24, Greta Thunberg addresses world leaders, condemning global inaction.

17.-18<sup>th</sup> of January in Switzerland and in Germany. More than 45.000 students skip lessons to protest.

22<sup>nd</sup> of January 2019, Paris, France. 5.000-8.000 pupils go on climate strike in the streets.

31<sup>st</sup> of January, several Belgian cities. 30.000 pupils strike on a Thursday, which has become the day to climate strike in Belgium.

1<sup>st</sup> of February, Scandinavia. 12 towns participate with around 3.500 young people in Denmark and the Faroe Islands. In Sweden more than 100 towns join in.

8<sup>th</sup> of February, Germany. School strikes in more than 50 places in Germany with 21.000 participants. School strikes in France the same day.

15<sup>th</sup> of February, Great Britain: The first National Strike. Theresa May condemns it.

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<sup>3</sup> Politiken (Danish Newspaper)

21st February, Brussels, Belgium. Thunberg speaks in Brussels. Over 10.000 strikes across the country. The week after, Thunberg speaks in Antwerpen while more than 12.000 students strike in Belgian towns.

1st of March, Hamburg, Germany. 10.000 strike and Greta Thunberg participates.

15<sup>th</sup> of March, globally. More than 1.000 cities in 89 countries on all inhabited continents go on strike in Asia, South America, Australia, Africa, North America and Europe.



2. Now that you have hopefully been inspired by the action examples in the videos, it is your turn to come up with suggestions to what you and your school can do to contribute to achieve the Global Goals. It is all in your hands. It is time to think and act.



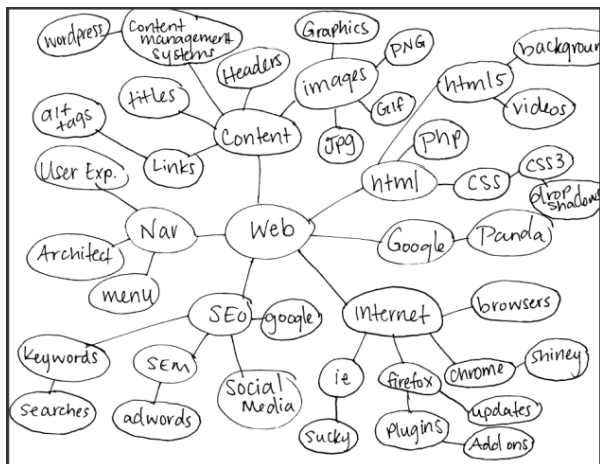


To make it more manageable, divide the class in five groups.

Group one and two examines what your school can do to contribute even more to the achievement of the Global Goals. Your challenge is on page 11 – 17.

Group three, four and five are each going to work with one of your three chosen goals which represent the most important challenges in your local community or region.

Group three, four and five begin with a brainstorm on their goal/challenge.



**Brainstorm definition:** Process for generating creative ideas and solutions through an intensive and freewheeling group discussion. Every participant is encouraged to think aloud and suggest as many ideas as possible, no matter how seemingly outlandish or bizarre. Analysis, discussion, or criticism of the aired ideas is allowed only when the brainstorming session is over and the evaluation session begins.

In the middle of a big piece of paper, you write the name of your goal/challenge:

Invent

Innovate

Name of goal/challenge

Campaign

Present/promote

Around the goal/challenge, you write the four action categories. Then you take turns to write down as many ways of action that you come to think of within each category, inspired by the many new words that appear all the time. Remember to circle each suggestion and draw lines as exemplified in the illustration above.

You are very welcome to begin with the action examples you found in the videos and the suggestions from the people you interviewed.

As we are not all able to invent like Kelvin Doe or campaign like Greta Thunberg, please remember that it is also very important to present and promote the Global Goals so everybody on our planet is informed about the goals and their importance.

Brainstorm and come up with as many ideas and suggestions as possible on how your challenge can be overcome and your goal achieved in your local community/region.

Decide which are the two or three most important proposals that you yourself can implement and which two or three proposals should be implemented by others? Who should it be?

What can you do to implement your proposals?

Who should you contact?

How can you present your suggestions in an interesting and convincing way?

Should it be a role play, a video, an advertisement, a novel, a newspaper article, a letter to the editor, a rap song, an exhibition, a demonstration, a flash mob or...

Where should the action take place?

The result of your work should be an inspiration catalogue/-folder in which you describe:

- your plan for the proposals you can implement yourself (what, who, how and where)
- your plan for how you can influence decision makers to implement the proposals you cannot implement yourself

Remember pictures and lay-out to make your catalogue/folder as inspiring and interesting as possible.

Present a draft version in a plenary session. Listen to the feedback from the class and add useful suggestions to your product.

***It is important that you bring your inspiration catalogue/-folder to the camp in Denmark as you are going to present it to the other participants.***





## 4b Examine what your school can do

After having examined the content and importance of the Global Goals and what you can do to help achieve the goals, it is important to look closer at your school from a new angle to see if it does enough to prepare and qualify you for your efforts for the Global Goals.

As you hopefully remember, [UNESCO states](#) that education is essential for the success of all 17 Global Goals and claims that [ASPnet is recognized](#) as an effective tool for reaching target 4.7 on Global Citizenship Education and Education for Sustainable Development.

Therefore, the last challenge of your quest is to examine your school carefully to find out what it does to contribute to the success of the 17 Global Goals and to reach target 4.7.



Your group must examine the following 7 points:

1. The outside of your school
2. The inside of your school
3. Equipment and payment
4. How is teaching organized?
5. Content
6. Influence
7. Well-being

The result of your work should be an inspiration catalogue/-folder with ideas within each of the 7 points to what you yourself and your school can do to prepare and qualify you even better for your efforts for the Global Goals. Present your findings/results in a plenary session. Listen to the feedback from the class and add useful suggestions to your product. Remember pictures/photos and lay-out to make you catalogue/folder inspiring and interesting.

***It is important that you bring your inspiration catalogue/-folder to the camp in Denmark as you are going to present it to the other participants.***



## Outside



Are the Global Goals visible in the outside areas of your school? For instance through murals, exhibitions, artwork etc.





The school's 40<sup>th</sup> anniversary was celebrated, among other things, with a Global Goals pavilion with different activities.

## Inside



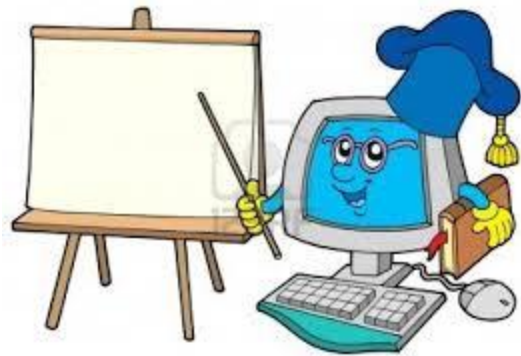
Do the inside areas (classrooms, staff room, halls, canteen, library, group rooms, toilets etc.) in your school reflect that you are working with the Global Goals? Are the rooms decorated with your photos, drawings, posters, sculptures, exhibitions etc.?





450 learners created an artwork with each their interpretation of the Global Goals

## Equipment and Payment



What equipment do you have to facilitate your learning about the Global Goals? For example: books, computers, IPads, televisions, whiteboards, blackboards etc.?

Do you lack any equipment to facilitate your learning about the Global Goals?



## How is teaching organized?



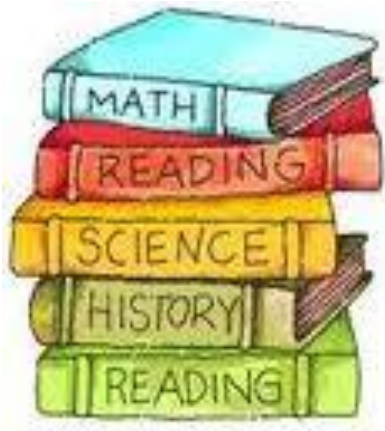
How are the tables in your class room arranged? In straight rows, groups, in the shape of a horseshoe or...?

How much time during a normal day do you:

- listen to the teacher
- answer questions from the teacher
- copy what the teacher writes on the blackboard
- work individually
- debate
- work in groups
- do project work

Are any of these methods better than others to prepare you to be able to contribute to achieve the Global Goals? How will you suggest that teaching should be organized during a regular school day?

## Content?



What knowledge, which skills and which competences should you learn at school that can prepare you to be able to contribute to achieve the Global Goals?

**Knowledge** can, for instance, be to know about

- other countries and cultures
- your own country's history and geography
- the Global Goals for Sustainable Development

Make your own list with as many examples as possible of knowledge that you have learned at your school.

**Skills** can, for instance, be to be able to

- read and write
- work creatively
- use the social medias

Make your own list with as many examples as possible of skills that you have learned at your school.

**Competences** can, for instance, be

- intercultural competence
- competence to act to change things
- innovation competence – to find new solutions to problems/challenges

Make your own list with as many examples as possible of skills that you have learned at your school.

Are you lacking any knowledge, skills and competences that could prepare you for your efforts for the Global Goals?

## Influence



Do learners have influence at your school?

Do teachers listen to you?

Do teachers accept suggestions and proposals from you and your class? Do they respect you and do you respect the teachers?

Can you take part in decision-making concerning the content of the teaching and the working methods – how you are taught?

Do you have a student council? If yes, what amount of influence does it have? What can the student council decide?

Is it important to have influence to be able to contribute to achieve the Global Goals? If yes, why?

What kind of influence do you suggest as the most important?

## Well-being



Do you and your friends feel well at your school and in your class? Is there a nice, including atmosphere? Is everybody accepted?

Has this question got anything to do with being able to contribute to achieving the Global Goals?

If yes, what kind of atmosphere do you miss and what can you and the school do to create the atmosphere you would like?