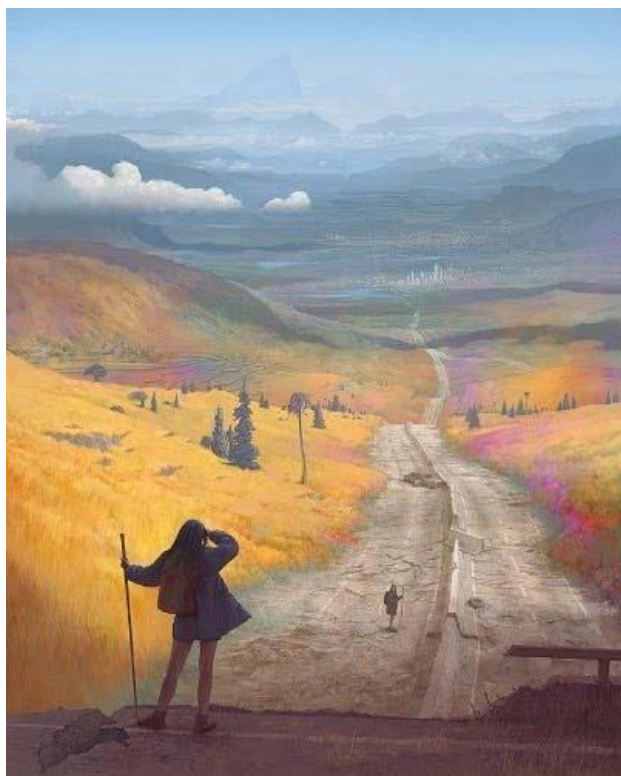


# Teacher Travel Guide- Introduction

Welcome to the project “The Global Goals for Sustainable Development”.



## **Travel Guides for the Future**

The material consists of a Learner Travel Guide and this short Teacher Travel Guide where you can get a general overview of the material.

***On the last page in this Teacher Guide, you will find the correct answers to the questionnaire “Test your knowledge of the world.”***

Together with a partner school/class, you are going on a quest to find out why the Global Goals are considered to be the most important goals in the history of mankind – and what you and your school can do to contribute to achieve the Goals.

In the Learner Travel Guide, you can find inspiration and suggestions to facilitate your quest and surmount the challenges in order to become a goalkeeper and receive a goalkeeper’s certificate in Copenhagen.<sup>1</sup>

In this context, the material is partly meant as preparation for the camp in Denmark and partly as a means of spreading knowledge of the Global Goals at the local schools and municipalities.

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<sup>1</sup> Inspired by Bill and Melinda Gates [Goalkeeper Foundation](#). “Goalkeepers is dedicated to accelerating progress towards the Global Goals”.

The material will also be available on [unesco-asp.dk](http://unesco-asp.dk) for others who want to go in quest of the Global Goals.

## Challenges

On the quest, learners will meet some challenges that they must surmount to become goalkeepers:

1. **Examine their school** (2 – 4 hours)

According to UNESCO, schools in general and especially ASP schools are essential for the success of all 17 Global Goals.



Therefore, the first mission for the learners is to make a survey of different aspects of their own school and present their results to and debate them with their partner school.

If this is the first time you are cooperating with your partner school/class, this is also a very concrete way of getting to know each other.

*(However if you and your partner school/class already know each other well and maybe have visited each other, you may agree on leaving out this first mission.)*

2. **Examine their knowledge about the world** (3 – 4 hours)

According to Hans Rosling<sup>2</sup>, almost nobody knows the right answers to simple questions about global development.

Therefore, the second mission for the learners is to examine their own knowledge about the world, e.g. by answering a questionnaire. For, without factual knowledge about the state of the world, it will be difficult to examine and understand the importance of the Global Goals and how you can contribute to achieving them. The learners then debate the results of the questionnaires and their

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<sup>2</sup> Has started [Gap Minders](#) and written the book Factfulness

work in general with their partner school. (*You and your partner school/teacher may choose to skip the pages 17 – 20*)



**3. Examine the content and importance of the Global Goals (6 – 8 hours)**

“The 17 Global Goals and the 169 subsidiary goals constitute the most ambitious plan in the history of mankind. Among other things, it aims to eliminate poverty and hunger, reduce disease and work for global equality and a sustainable world economy”.

Therefore, the learners’ mission is to examine and get familiar with the 17 goals. (*If both partner schools are already familiar with the Global Goals, they can skip task one and two and begin with challenge three*).

Learners must also research to find out which three goals represent the most important challenges in their local community or in their 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 term they use for the area surrounding them that they want to research – if possible, similar areas*).

Finally, the learners must present and debate the results of their work to and with their partner class.



4. **Examine what the learners and their school can do to contribute to achieve the Global Goals** (4 – 6 hours)

Often, learners feel that they have no influence and ask the question: “But what can we do?”

Therefore, the learners’ mission is to examine and evaluate different examples of young people who have acted to make a difference.

The next step is to examine and suggest:

- a. What their school can do to prepare the learners to contribute to the achievement of the global goals
- b. What they themselves can do to contribute to overcoming the three challenges they identified in chapter three.

Eventually, they will present their ideas to and debate them with their partner school.

Imagine a world where there is **NO POVERTY** and **ZERO HUNGER**.  
 We have **GOOD HEALTH AND WELL BEING**, **QUALITY EDUCATION**, and full **GENDER EQUALITY** everywhere. There is **CLEAN WATER AND SANITATION** for everyone.  
**AFFORDABLE AND CLEAN ENERGY** has helped to create **DECENT WORK AND ECONOMIC GROWTH**.  
 Our prosperity is fueled by investments in **INDUSTRY, INNOVATION AND INFRASTRUCTURE** and that has helped us to **REDUCE INEQUALITIES**.  
 We live in **SUSTAINABLE CITIES AND COMMUNITIES** and **RESPONSIBLE CONSUMPTION AND PRODUCTION** is healing our planet. **CLIMATE ACTION** has capped the warming of the planet and we have flourishing **LIFE BELOW WATER** and abundant, diverse **LIFE ON LAND**.  
 We enjoy **PEACE AND JUSTICE** through **STRONG INSTITUTIONS** and have built long term **PARTNERSHIPS FOR THE GOALS**.

**Cooperation**

The idea is that the two partner schools coordinate their efforts in order to work with each of the four challenges at the same time and present and comment/discuss their work with each other after each challenge. Therefore, you also have to agree with your partner school if you want to skip some of the challenges.

The presentations can be photographs, pictures, videos, texts, sound, drawings, role-plays etc.

**Online communication**

You are welcome to use whichever communication platform you prefer. However, if you and your partner school are not familiar with any platforms, Youth Town can assist you in using [Padlet](#) for your online communication.

**Record the work for future use**

It is very important that the learners have access to all the materials they have worked with and the results they have recorded and produced.

They can use their work for future presentations when they pass on the knowledge they have gained to other learners at their own or other schools, parents, local citizens, the media, etc.

**Here are the correct answers to the questionnaire “Test your knowledge of the world.”**

1: C - 2: B - 3: C - 4: C - 5: C - 6: B - 7: C - 8: A - 9: C - 10: A - 11: C - 12: C - 13: A