

LEARNING RESOURCES
ABOUT
SUSTAINABLE DEVELOPMENT
AND THE SUSTAINABLE DEVELOPMENT GOALS



FN-SAMBANDET
UNITED NATIONS ASSOCIATION OF NORWAY

Table of Contents

The Purpose of the Learning Resources	3
Task 1: What Is Sustainable Development?	4
Task 2: A Street Survey.....	7
Task 3: What are the World’s Biggest Challenges?	8
Task 4: Write Your Country’s New Year’s Speech	10
Task 5: Sustainable Development in the News	12
Task 6: A Study of Celebrities	12
Task 7: If You Only Had Three Goals.....	13
Task 8: Which Goals Are Connected?.....	14
Task 10: How Is the World in 2030?	18
Task 11: How Are the World’s Challenges Affecting Us?	19
Task 12: Three Perspectives – Same Issue	20
Task 13: Sustainable Development in My Daily Life.....	21
Task 14: My Sustainable Development Goals	22
Task 15: My Sustainable Municipality	27

The Purpose of the Learning Resources

The Sustainable Development Goals are the world's work agenda which aims to **end poverty, protect the planet** and **ensure prosperity for all** within 2030. All of the 17 goals are mutually dependent on each other and built on the principle of sustainable development.

Goal number 4 is to ensure quality education for all. One of the targets is that the learners acquire "knowledge and skills needed to promote sustainable development".

The UN Association of Norway (UNA) is an independent, Norwegian-based, non-governmental organization working for increased knowledge of UN and international issues in Norway. In cooperation with teachers and students, we have developed interdisciplinary learning resources consisting of 15 tasks regarding sustainable development and the Sustainable Development Goals. Students in Upper Secondary School/High School are the main target group. The tasks are developed to be used interdisciplinary and may be used in the following subjects: Science, Social Science, Geography and Native Language (for instance English).

The purposes of the tasks are:

- To show the correlations between local, national and global challenges
- To show the correlations between social relations, economic and environmental dimensions of sustainable development
- To provide the students the ability to think critically, be creative, communicate, cooperate and gain experience in finding sustainable solutions to actual problems

Some of the tasks take less than an hour, other tasks may require more than a week. You may implement some or all of them.

Task 1: What Is Sustainable Development?

A learning activity including animation movies, discussions and quiz to gain knowledge about sustainable development.

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 1 hour

Main learning activities: Word cloud, academic article, film, discussion and quiz

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Hva-er-baerekraftig-utvikling>

This activity is a simple and fun introduction to sustainable development and the Sustainable Development Goals. To realize the learning outcome of the course you may use the quiz both in the beginning of the course and in the end.

1. Word Cloud

Ask the students to write down three words they think of when they hear the expression “sustainable development”. Collect the students’ answers and transfer them into a word cloud (<http://www.wordle.net/create>) – or make a mind map on the board.

2. Animation Movie: What Is Sustainable Development?

Watch the animation movie “What Is Sustainable Development?” (03:30 minutes).

It gives a short and simple introduction to sustainable development:

<https://www.youtube.com/watch?v=7V8oF14GYMY>

3. Read about Sustainable Development

Ask the students to read an article about sustainable development, preferably in their own native language. The article should include the UN’s definition of sustainable development and an explanation of the three dimensions (social, economic and environmental).

Suggestion of information in English:

- https://sustainabledevelopment.un.org/content/documents/5839GSDR%202015_SD_concept_definition_rev.pdf
- <http://web.unep.org/ourplanet/march-2015/unep-work/three-dimensions-sustainable-development>

4. Discuss

Discuss the following questions:

- What did you already know about sustainable development?
- How did the article and the animated movie fit with your knowledge about sustainable development?
- What are the characteristics of a sustainable society?

- How far are we from living in a sustainable society in our country?
- What do you think of the three dimensions of sustainable development (social, economic and environmental)?
- What do you think are the biggest obstacles to obtain a sustainable development?

5. Animation Movie: “Operation Sustainability”

Watch the animation movie: Operation Sustainability - a Story on the World’s Most Important Customer (05:30 minutes): <https://www.youtube.com/watch?v=RMx3bcTlxqY>

6. Discuss

Discuss the following questions:

- What do you think about the movie you just saw?
- Was there anything special you noticed about the content? Anything that you agree or disagree on?
- What do you think are the biggest obstacles in order to obtain sustainable development?
- How can we, as individuals, contribute to a sustainable development?
- How sustainable are we/our school/our local society?
- Do we have an ethical responsibility regarding our consumption? Why, why not?

7. Quiz

Ask the students to take this quiz about the UN, the Sustainable Development Goals and sustainable development:

1. How many countries are members of the United Nations?
 - a) 193 (correct answer)
 - b) 207
 - c) 190
 - d) 103
2. Who has the right to vote in the UN’s General Assembly?
 - a) France, China, USA, Russia and Great Britain
 - b) The 50 richest countries
 - c) Every member state of the UN (correct answer)
 - d) The 50 biggest countries in the world
3. What is the name of the UN’s Secretary-General
 - a) Bill Clinton
 - b) António Guterres (correct answer)
 - c) Ban Ki-moon
 - d) Kofi Annan
4. How many member states are there in the UN’s Security Council?
 - a) 5
 - b) 10
 - c) 15 (correct answer)

- d) 20
5. Which of these countries do not have the veto power?
- a) India (correct answer)
 - b) China
 - c) Russia
 - d) France
6. In which year was the UN founded?
- a) 1940
 - b) 1945 (correct answer)
 - c) 1946
 - d) 1950
7. What are the Sustainable Development Goals?
- a) The UN's plan to stop climate changes
 - b) A universal plan to end poverty, protect our planet and ensure prosperity for all (correct answer)
 - c) A plan which says that rich countries must give money to poor countries
 - d) Our country's plan to create jobs for everybody
8. How many goals does the plan consist of?
- a) 8
 - b) 11
 - c) 17 (correct answer)
 - d) 20
9. When is the deadline for achieving these goals?
- a) 2020
 - b) 2030 (correct answer)
 - c) 2050
 - d) 2100
10. Which three dimensions does sustainable development consist of?
- a) Economy, Social and Environmental (correct answer)
 - b) Peace, Human rights and Environment
 - c) Environment, Economy and Ecology
 - d) Economy, Ecology and Environment
11. Since 1990 the share of people who live in poverty has...
- a) Doubled
 - b) Stayed the same
 - c) Been reduced by 10 %
 - d) Been halved (correct answer)
12. How much owe 1 % of the richest people in the world?

- a) 1 %
- b) 20 %
- c) 20 %
- d) 50 % (correct answer)

Other resources:

- <https://sustainabledevelopment.un.org/topics>
- <https://www.un.org/sustainabledevelopment/>
- <https://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations>

Task 2: A Street Survey

What do we associate with poverty, climate change and inequality?

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 1-2 hours

Main learning activities: Interview, reading and discussion

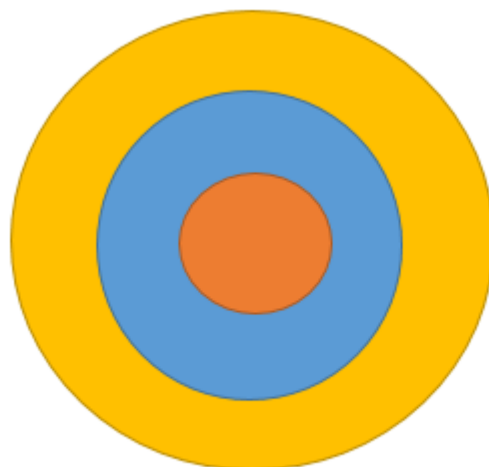
Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Mine-baerekraftsmaal>

The Purpose of the Task

The purpose of the task is to expand the students' knowledge about the main elements within sustainable development; poverty, climate change and inequality.

1. What Do I Associate with Poverty, Climate Change and Inequality?

Ask the students to draw one big circle with two smaller circles inside the big circle:



They should draw one for poverty, one for climate change and one for inequality, three circles in total.

The students fill the inner circles with keywords they come up with when they ask themselves the following questions:

- What do I think about when I hear the word “poverty”?
- What do I think about when I hear the word “climate change”?
- What do I think about when I hear the word “inequality”?

2. Interview People on the Street

Step out of class and ask the same three questions to five different people. These five people could be teachers, fellow students or people you do not know. Take notes and write keywords in the middle circle.

3. Read about the Sustainable Development Goals

Read about three of the 17 Sustainable Development Goals. Note down at least five keywords about each of them in the outermost circles.

Goal number 1: facts, figures and targets: <https://www.un.org/sustainabledevelopment/poverty/>
Read also about the goal’s progress in 2017: <https://sustainabledevelopment.un.org/sdg1>

Goal number 10: facts, figures and targets: <https://www.un.org/sustainabledevelopment/inequality/>
Read also about the goal’s progress in 2017: <https://sustainabledevelopment.un.org/sdg10>

Goal number 13: facts, figures and targets: <https://www.un.org/sustainabledevelopment/climate-change-2/>
Read also about the goal’s progress in 2017: <https://sustainabledevelopment.un.org/sdg13>

4. Discuss

Attach the circles on your classroom walls and discuss the following questions:

- How do the keywords you noted down in the inner and middle circle fit with the keywords you noted in the outermost circle?
- What are the similarities? What are the differences?
- How do you think that poverty, climate change and inequality affect each other?

Task 3: What are the World’s Biggest Challenges?

Gain knowledge about what the people in your local community think are the world’s biggest challenges.

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 2 hours + homework

Main learning activities: Survey, reading and discussion

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Hva-er-vaare-viktigste-utfordringer>

Gain knowledge about what the people in your local community think are the world's biggest challenges. Explore if their opinions correspond to the rest of the world's opinions.

The task can be solved either in pairs, in groups or individually.

1. The World's Challenges

Ask your students: What are the biggest global challenges that we are facing today? Ask them to write down their answers. Gather their responses and make a word cloud, for instance in Wordle: <http://www.wordle.net/create>. You may also decide to make a mind map on the board.

2. Choose Six Cases

Ask the students to select six of the following 16 issues which are the most important for them and their families:

- Better job opportunities
- Political freedoms
- Access to clean water and sanitation
- Protection against crime and violence
- Affordable and nutritious food
- Better health care
- Phone and internet access
- Freedom from discrimination and persecution
- An honest and responsive government
- Equality between men and women
- Action taken on climate change
- Better transport and roads
- Reliable energy at home
- Protecting forests, rivers and oceans

3. Conduct a Survey

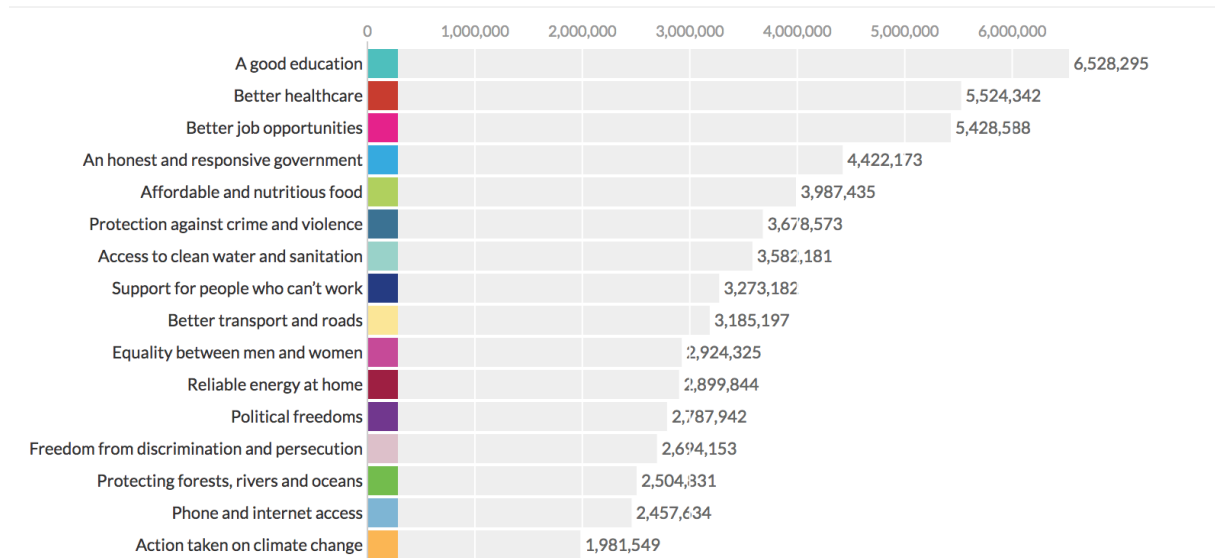
The students should now ask ten other people to select six of the issues which are the most important for them and their families. Every student should ask at least one person from each gender in the following age groups:

- Below 15 years
- 16-30 years
- 31-45 years
- 46-60 years
- above 60 years

4. Discuss

Almost 10 million people around the world responded to the same survey before the United Nations compiled the Sustainable Development Goals. The name of the survey was “My World 2015”.

9,736,484 votes for All Countries & Country Groups / All Genders / All Education Levels / Age Group (All Age Groups)



Which issues got most of the votes in your class? Collect the response that each student has received, while the students study the picture of the actual results from “My World”.

Identify the differences and the similarities between the results of the class’ survey and the UN’s survey. Discuss the following questions:

- What do you think causes the similarities?
- What do you think causes the differences?
- Which factors have an impact on how we respond to this survey?

5. Vote on My World 2030

The United Nations has another survey called “My World 2030”. The purpose of the survey is to gain knowledge about each country’s progress in reaching the Sustainable Development Goals, according to its citizens. Have your say on <https://myworld2030.org/> and read about the survey: <http://about.myworld2030.org/results/>

Task 4: Write Your Country’s New Year’s Speech

Listen to world leaders talking about the Sustainable Development Goals and make your own speech about the development of the world by 2030.

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 2 hours and homework

Main learning activities: Film, analyzes and written assignment

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og->

The Purpose of the Task

The purpose of the task is to:

- Give the students an understanding of different countries' communication about global challenges
- Make the students reflect on what they believe are the most important tasks to fulfill for the next years
- Give the students training in using rhetorical methods, take a stand and argue for their point of view

The task may also be used as a rhetorical analysis.

1. Listen to the World Leaders

Watch different examples of how the world leaders talk about the Sustainable Development Goals (SDGs). All of the following examples are from the "UN Summit for Sustainable Development Goals", where the goals were adopted in September 2016.

Former President of the United States of America, Barack Obama (28 minutes):

<https://www.youtube.com/watch?v=ZcIDkkEBYdQ>

A transcription of his speech is available here:

<https://obamawhitehouse.archives.gov/the-press-office/2015/09/27/remarks-president-sustainable-development-goals>

Prime Minister of Bhutan, Tshering Tobgay (6:48 minutes):

https://www.youtube.com/watch?time_continue=8&v=FeEj5RpEfRs

Please see more speeches from the UN Summit for Sustainable Development Goals:

<https://www.youtube.com/playlist?list=PLNAlnQ4hvLtRNL1oPD7ZoBINltpmUtpl>

2. Discuss

Discuss the following questions:

- How do the world leaders speak about the Sustainable Development Goals?
- What are the similarities and what are the differences?

3. Write Your Own Speech

Choose between the two following options:

- Imagine that you are the Prime Minister/President/Queen/King in your country and write this year's New Year's Speech about the upcoming years until 2030.
- Write an appeal to your own Prime Minister/President/Queen/King about how you would like the world to be developed by 2030.

Task 5: Sustainable Development in the News

How visible are sustainable development and the Sustainable Development Goals in the news?

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 30 min – 4 hours

Main learning activities: Reading, discussion and presentation

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Baerekraft-i-nyhetene>

Explore how the Sustainable Development Goals are represented, directly or indirectly, in the news.

1. Read the News

Ask the students to read through the newspapers and look for news that can be related to the Sustainable Development Goals. It is not important which newspaper they read, as long as it has a diversity of news, including international news.

2. Discuss

Discuss the following questions in groups or in class:

- Which of the Sustainable Development Goals (SDGs) are represented in the news, directly or indirectly?
- Are the articles in favor or disfavor of reaching the goals?
- Do any of the articles directly talk about the SDGs? If yes, what do they say and who talk about them?
- Are any of the SDGs more represented in the news than the others? Which ones and what may be the reason?
- Are any of the SDGs barely represented in the news? Which ones and what could be the reason?

Task 6: A Study of Celebrities

Do celebrities talk about sustainable development?

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 1-3 hours

Main learning activities: Researches and discussion

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Baerekraft-i-nyhetene>

How people talk about gender equality, conflicts, money and poverty is important and may have a bigger effect on sustainable development compared to the politicians' actions and statements.

The task can be solved either individually or in groups.

As an Individual Task:

1. Choose a Celebrity

Ask your students to select a famous person, preferably someone they are already following on at least one of the social media channels. Examples are Kim Kardashian, Cristiano Ronaldo, Selena Gomez or Justin Bieber.

2. Write Keywords

Ask the students to read through the celebrity's ten last posts on Instagram. They should write at least ten keywords which represent the content of the posts.

- What are the posts about?
- Do any of them have anything to do with sustainable development? Is it negative or positive?

3. Discuss

Ask the students to present their findings to the rest of their classmates by using their keywords. Discuss the following question:

- What do you think is the responsibility of famous people with respect to making influence on sustainable development?

As a Group Assignment:

Divide the class into two groups. Each group analyzes and presents an interpretation of the ten last posts of the same three celebrities. Have the groups interpreted the same posts differently?

Task 7: If You Only Had Three Goals...

If you only had to achieve three of the 17 goals, which ones would you choose?

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 45 min – 1 hour

Main learning activities: Mind map and discussion

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Hvis-du-bare-hadde-tre-maal>

1. What Are the World's Biggest Challenges?

This exercise takes approximately 15 minutes. Work in pairs. Each pair should have a sheet of paper (A3). Write "The world's biggest challenges" in the middle of it.

1. The students get one minute to write down keywords about the challenges individually.
2. The students get five minutes to present their point of views to their partner, ask questions and discuss the theme.
3. Ask the students to present their partner's point of view to the rest of the class.

2. If You Only Had Three Goals...

This exercise takes approximately 30 minutes.

1. Present the 17 Sustainable Development Goals to your students:

<https://www.un.org/sustainabledevelopment/news/communications-material/>



2. Ask the students to select the three goals that they think are the most important ones. Remind them that there are three dimensions (social, economic and environmental) in sustainable development. Students who think that it is challenging to choose only three of them, may eliminate one by one until they have three left.
3. Ask the students to note down arguments in favor of their goals.
4. Make an overview that shows which three goals most of the students have chosen.
5. Discuss the following questions:
 - Why did you choose the three goals?
 - Did any of the 17 goals surprise you?
 - Why do you think that the class' most popular three goals were the most selected ones?
 - If we achieve these three goals, what impact will they have on our society? On the other goals?
 - Is it easier to achieve a goal if one of the other goals is fulfilled?
 - What about the goals that were not or barely selected? Why do you think that these are not that important? What are the consequences if we do not manage to achieve these goals?

Task 8: Which Goals Are Connected?

Explore the connections between the different Sustainable Development Goals.

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 1-2 hours

Main learning activities: Cut and paste, reading, film and discussion

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Hvilke-maal-henger-sammen>

The Purpose of the Task

After fulfilling this task, the students should be able to:

- Explain the relationships between most of the 17 Sustainable Development Goals
- Reflect on how they affect and influence each other

Preparations

- Divide your class into groups of 3-4 students.
- Print out the three following sheets of papers (please see “Attachments”):
 - The Sustainable Development Wheel
 - The Overview of the Sustainable Development Goals

1. Cut and Paste

Hand out “The Sustainable Development Wheel” and “The Overview of the Sustainable Development Goals” to each group. Ask the students to cut the goals out. Then you ask them to paste either goal 1, goal 10 or goal 13 in the middle of the sheet. Which goals would we have to work with to achieve the selected goal? The students place and paste each goal that is related to and affects their main goal.

2. Discuss

Present the result to the rest of the class. Use the presentation as a starting point for discussing the following questions:

- How do the goals have an impact on each other?
- Did any of the groups use all the goals to achieve the main goal?
- Which goals did you not use and why?

Attachments

The Sustainable Development Wheel



The Overview of the Sustainable Development Goals



Task 9: Illustrate the Goals

Make your own illustration of the Sustainable Development Goals.

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 1-2 weeks

Main learning activities: Photography, drawing and presentation

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Illustrer-maalene>

The task can be solved either in groups or individually. All the Sustainable Development Goals have different targets which the students should study before they start to illustrate the goals. Here is an overview of the goals and their targets: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

As a Group Project:

Divide your class into groups of 3-4 students. Each group must illustrate the Sustainable Development Goals – either by using photography, graphical design, drawing, cartoon, photo collage or other art forms.

As an Individual Project:

Ask the students to take pictures of their daily life which may illustrate the 17 different goals. They are allowed to stage some of the goals if they find them challenging. Make an exhibition of the pictures, either online or in your classroom, and let the students vote for the best exhibition.

Task 10: How Is the World in 2030?

How do you think the world would look like in 2030?

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 1 hour – 1 week

Main learning activities: Photo, writing, presentation and discussion

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Verden-i-2030>

1. How Is the World in 2030?

Short version: Ask the students to take a picture or write a tweet/poem/text that visualize how life would be in 2030.

Longer version: The students work in groups to produce a series of photos, a news broadcast, a short story or an op-ed (opposite the editorial page) to your local newspaper about their daily life in 2030.

2. Presentation

Ask the students to present their project to the rest of their class.

3. Discuss

Discuss the following questions:

- How do you think the world would look like in 2030?
- What will be the biggest changes from today?
- What will be the largest challenges in 2030?
- How sustainable will the world be in 2030?

Task 11: How Are the World's Challenges Affecting Us?

Practice on relating global challenges to your daily life.

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 1-2 hours

Main learning activities: Group assignment and group discussions

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Hvordan-paavirkes-vi-av-verdens-utfordringer>

This task may be solved either as a class discussion or as group discussions.

Class Discussion

How are the world's challenges affecting us and which impact do we have on them? Go through the list and choose at least one of the themes to be discussed in class. We recommend you to focus on themes that are in the news, which will make it easier for the students to reflect on relevant connections.

Examples of global challenges:

- The ongoing war in Syria
- The USA decides to withdraw from The Paris Agreement on climate change
- Half of Brazil's rainforest is destroyed
- The poor working conditions for the textile industry workers in Cambodia
- The Ebola virus in West Africa
- 62 million girls below age 16 are not attending school

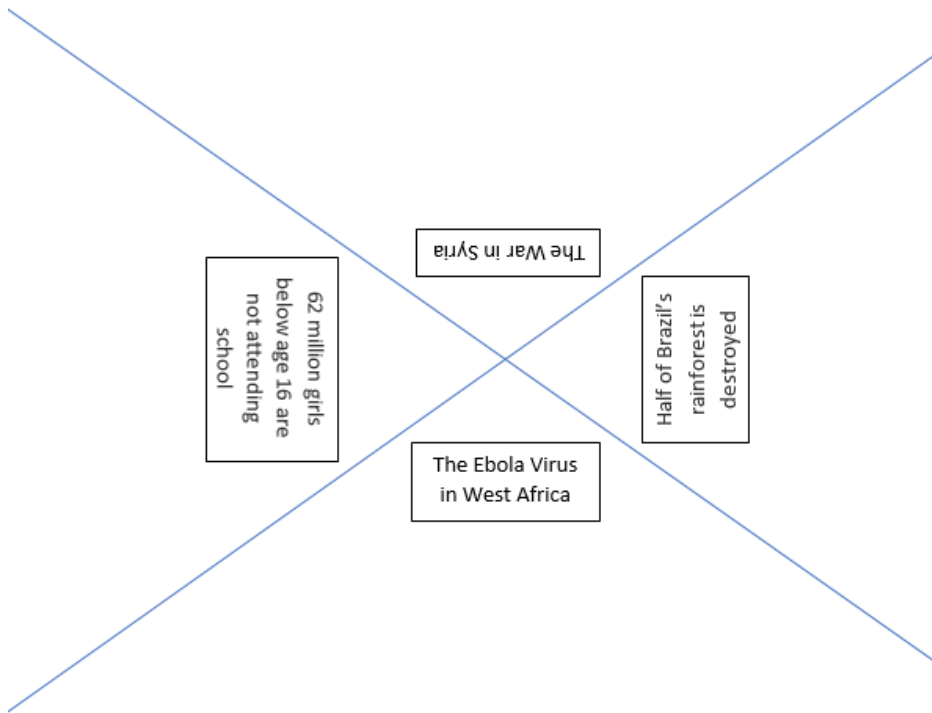
Group Discussion

Work in groups of four. Draw a big diagonal cross on a sheet of paper and write down one challenge on top of in each corner. Please see the attachment "Example of Group Exercise".

Place the sheet so that everyone has one of the challenges in front of them. Ask the students to note down keywords in the triangle that they have in front of them. Rotate the paper 90 degrees to the left after a minute. Then they have a new challenge in front of them. Ask them to read through their

fellow student's keynotes, then to write their own keywords. Rotate the paper four times in total, which means that everybody has to write keynotes for each section. Use the sheet when you discuss how the world's challenges are affecting us and which impact we have on them.

Attachment "Example of Group Exercise"



Task 12: Three Perspectives – Same Issue

This task challenges the students to explore the three different perspectives of sustainable development.

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 1-2 hours

Main learning activities: Film, reading and discussions

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Tre-sider-av-samme-sak>

The Purpose of the Task:

The students should be able to explain in detail the connections and interactions between the three core elements (social, environmental and economic) of sustainable development.

1. Select a Challenge

Ask your students to write down in pairs a particular challenge that the society is facing. It can be either a local, a national or a global issue. It might be wise to give the students some examples before

they start working on their own; for instance, air pollution, tax havens, plastic waste in the ocean, an increase of paperless migrants, inequality between rich and poor people or the extinction of species.

This animation movie may inspire your students to come up with different challenges:

“Operation Sustainability - a Story on the World’s Most Important Customer” (05:30 minutes)

<https://www.youtube.com/watch?v=RMx3bcTlxqY>

2. Define Perspectives

Ask the students to use ten minutes on defining the social, economic and environmental perspectives of the selected issue/challenge.

3. Discuss

Ask the pairs to present their work to the rest of the class, and discuss the following questions:

- Have you ever thought about global issues in the same way as you did today?
- How did you find the three different perspectives of your selected issue? Was it easy or challenging?
- How does the media normally present these issues?

Task 13: Sustainable Development in My Daily Life

The students take pictures of their daily life to realize that they have an impact on sustainable development.

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 2 hours – 1 week

Main learning activities: Photographs, presentation and discussion

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Baerekraft-i-min-hverdag>

The Purpose of the Task

The students should get a better understanding of the Sustainable Development Goals, and realize that they are able to have an impact on sustainable development.

1. Take Pictures

Ask the students to add a “sustainable development” filter on their cameras, which means that they should take pictures of situations from their daily life where they realize that they can choose between a non-sustainable solution and a sustainable solution. It is not a competition about having the best sustainable lifestyle. They are only being asked to map their daily life.

2. Present

Each student prepares a presentation, including the pictures, and presents it to the rest of the class.

3. Discuss

Discuss the following questions:

- How often and when do we have the opportunity to choose a sustainable solution?
- When is it difficult to make decisions that have a positive impact on sustainable development? When is it easy?
- How can we make sure that we only buy sustainable manufactured clothing and shoes?

Task 14: My Sustainable Development Goals

In this interdisciplinary project assignment, the students select their own goals and try to achieve them.

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 1-4 weeks

Main learning activities: Film, photo, discussion and written assignment

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Mine-baerekraftsmaal>

The Purpose of the Task

After completing this task, the students should:

- Understand the connection between individual actions and structural changes
- Be conscious to their own actions and be able to review them in a global context
- Connect individual actions to the Sustainable Development Goals
- Reflect on whether the local, national and global societies facilitate for sustainable lifestyles

The students can either work individually, in pairs or in groups.

Estimated Time

Three or four weeks, depending on the number of subjects included in the project. The students will probably need to fulfill parts of the task as homework.

Preparations

- Decide on which social media channel to use. Example: blog, Facebook, Instagram etc. The students may decide this by themselves.
- Print “The List of Selected Targets”

Week 1: Choose Goals and Challenges

1. Watch “Operation Sustainability”

Watch the animation movie “Operation Sustainability – a Story on the World’s Most Important Customer” (05:30 minutes): <https://www.youtube.com/watch?v=RMx3bcTlxqY>

Discuss the following questions:

- What does it say about the world’s challenges?
- What does it say about our role as consumers?

2. Read about the Sustainable Development Goals

- Read about the Sustainable Development Goals
(link: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>)
- Read through “The List of Selected Targets” (please see “Attachment” below)

3. Choose Your Goals

Choose 1-4 of the 17 goals that you would like to contribute to through your own actions in your daily life. Write down why you would like to work on these goals.

4. Choose Challenges

How can you obtain your selected goals? Write down 1-4 description of actions/challenges that will help you to achieve the goals you selected in part 3. You will work on these challenges throughout the next weeks. We strongly recommend you to choose actions where you have to challenge yourself. You may choose from the list of suggestions below:

1. Eat vegetarian food at least once per week
2. Do not use disposable packaging
3. Recycle all of your waste
4. Use less water. For example: how many days can you avoid taking a shower?
5. Learn about edible wild plants, find them and use them
6. Eat only local produced food
7. Do not throw food
8. Implement various initiatives in order to use less electricity
9. Use fossil-free transportation four days a week
10. Use cosmetics and skin care products that do not contain micro plastic
11. Walk or cycle at least once per day
12. Do not buy any clothing or equipment for the next weeks
13. Buy only second hand
14. Decide on a local political issue that deals with social, economic or environmental challenges.
Talk to at least three people who know a lot about the case
15. Write to your local newspaper about something you really care about
16. Work voluntarily for a case you care about

5. Concretize

Write as specific as possible how you will obtain your goals by coping with your challenges. This website may inspire you: <https://theminimalistvegan.com/live-a-more-sustainable-lifestyle/>

6. Share and Care

Write about your experiences of reaching your goals at least twice per week in a social media channel. Your teacher chooses which social media channel to use. The text should be at least 140 words and include relevant hashtags. You can also add pictures. Read your classmates' posts. Ask them questions and comment on their stories.

Week 2: Motivation and Challenges Regarding Sustainable Lifestyle

1. Watch a Documentary about Sustainable Lifestyle

Watch for instance «No Impact Man». This documentary is about Colin Beavan and his wife and young child, embarking on a no-waste lifestyle for one year in one of the most energy inefficient places in the world, New York (1:32 h): <https://www.dailymotion.com/video/x3njbr3>

Discuss the following questions:

- What do you think about the family's project?
- Do you recognize some of the challenges the family is facing from your own project?
- How does it go with your project so far? What are the obstacles? What gives you motivation?

2. Write a Letter to the Editor

Write about your personal experiences from your own project. The text should be about one page long. Try to implement a local, national and global view on your project. Ask a fellow student to read through it. Give each other advice about the texts.

Week 3: What Makes It Hard?

1. Discuss Your Experiences

Suggestions on how to organize this session:

- Class discussions: How did it go with the different goals and challenges?
- Individual presentation: Every student prepares a short presentation of their experiences and presents it to the rest of the class
- Interviews: The students interview each other about their experiences, and present the other student's story to the rest of the class.

We suggest that you discuss the following questions:

- How was it to work on your goals and challenges?
- What have you learned?
- Have the challenges been difficult or easy compared to what you thought they would be?
- How does the society facilitate to live sustainable lifestyles? How does it not facilitate to live sustainable lifestyles?
- How has the challenges influenced your life over the last weeks? How will they affect you in the future?

- What will it take to make you live a more sustainable life in the future?
- Which actions do you think are the most important to secure a sustainable development in your country?
- How do your actions over the past weeks have an impact on the Sustainable Development Goals?

2. Write an Essay

Write an essay of 1200 characters about your experiences.

General Guidelines for the Evaluation of Grades

When the project is completed, the students should be able to:

- Explain both orally and in writing the relationship between their personal experience and the society's challenges regarding contributing to a sustainable development
- Explain the definition of economic growth, the standard of living, quality of life, sustainable development and to have an open discussion about which of these that are the most important ones
- Explain some problems related to sustainable development in their local community, their country and globally
- Discuss how it is possible to obtain sustainable development in their local community, their country and the rest of the world
- Discuss questions regarding ethical responsibility as a consumer
- Explain how they can influence the political system
- Have knowledge about where to find credible and reliable statistics about sustainable development and how to use them in discussions about sustainable development

Attachment

The List of Selected Targets

3.4

By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

3.5

Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

3.9

By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination

5.1

End all forms of discrimination against all women and girls everywhere

5.2

Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

5.4

Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

7.2

By 2030, increase substantially the share of renewable energy in the global energy mix

7.3

By 2030, double the global rate of improvement in energy efficiency

8.4

Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead

8.9

By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

11.2

By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

11.6

By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

12.3

By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses

12.5

By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.8

By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

13.1

Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

13.3

Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

14.1

By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

15.5

Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

16.1

Significantly reduce all forms of violence and related death rates everywhere

16.7

Ensure responsive, inclusive, participatory and representative decision-making at all levels

Task 15: My Sustainable Municipality

Is your municipality's Environmental Management Plan contributing to a sustainable development?

Subjects/courses: Geography, Science, Social Science and Native Language (for instance English)

Grade: High school/ Upper secondary school

Estimated time: 2 hours – 1 week

Main learning activities: Reading, quiz, discussions and written assignment

Norwegian version: <https://www.fn.no/Undervisning/VGS/Oppgaver-om-baerekraftig-utvikling-og-FNs-baerekraftsmaal/Min-lavutslippskommune>

What is the content of your municipality's Environmental Management Plan? Are they going to contribute to a sustainable development in your local community, in your country and globally?

The Purpose of the Task

In this task the students should:

- Understand sustainable development in a local context
- Consider whether their municipality's plans are contributing to a sustainable development; locally, nationally and globally
- Understand that sustainable development implies economic, social and environmental development

We advise you to use at least 10 hours on this project.

Preparations

- Divide the students into groups of 3-4

- Find your municipality's plans for protecting the environment
- Decide on the length of the written assignment. A chronicle in the newspaper or an op-ed (opposite the editorial page) to your local newspaper should contain 2000-5000 characters
- Consider whether the students should prepare a presentation of their work and present it to the deputies of your municipality

What Is Sustainable Development?

1. Read through the Assignment Instructions:

What does your municipality's Environmental Management Plan say?

Climate changes are one of the world's biggest challenges that we are facing today. Most of the climate researches agree on the fact that the climate is changing rapidly, as a result of human activity.

The Sustainable Development Goals are the world's work agenda which aims to **end poverty, protect the planet** and **ensure prosperity for all** within 2030. The world leaders have decided to take urgent action on climate change to limit global warming to less than two degrees Celsius, compared from 1850 to 2100. This refers to the expression "2 degrees Celsius limit". However, in the Paris Agreement the world leaders have even pledged that they will try to limit the rise of the average temperature to no more than 1,5 degrees.

To reach the goal of maximum 1,5 degrees, or worst case two degrees, every country, including yours, must limit their greenhouse gas emissions. Every country must take actions locally, nationally and globally to achieve the goal.

How is your municipality plan to protect the environment? Is it ambitious enough to contribute to a sustainable development in your local community, in your country and globally? How is the plan affecting and influencing other areas of the community, for example transportation, health services, education etc.? This is some of the topics that you are going to explore in this task.

2. Watch the Animation Movie "What Is Sustainable Development?"

<https://www.youtube.com/watch?v=7V8oFI4GYMY>

3. Read about Sustainable Development

- <https://sustainabledevelopment.un.org/topics>
- <https://www.un.org/sustainabledevelopment/>

4. Watch the Animation Movie "Operation Sustainability"

Watch the animation movie "Operation Sustainability - a Story on the World's Most Important Customer: <https://www.youtube.com/watch?v=RMx3bcTlxqY>

5. The Greenhouse Gas Emissions

People and researchers disagree on the most effective initiatives to reduce greenhouse gas emissions. In this part of the task you will gain knowledge about different researching projects and

different perspectives of the ongoing debate.

In groups of 3-4:

1. Take the “quiz” about climate solutions from New York Times. Discuss each question and answer: <https://www.nytimes.com/interactive/2017/06/09/climate/drawdown-climate-solutions-quiz.html?smid=fb-share>
2. Look at the “answers” which is the basis of the quiz:
<http://www.drawdown.org/solutions-summary-by-rank>

Discuss the following questions:

- What do you think about the initiatives mentioned in the quiz and on the list?
- Is there anything that surprises you?

3. Read the summary of a recent research results:
<https://onlinelibrary.wiley.com/doi/pdf/10.1111/jiec.12371>

4. Discuss the following questions:

- What are the differences between the quiz and the summary of the research?
- What are the similarities?
- What do you think about the suggested solutions to a sustainable development?

6. The Municipality’s Plan to Protect the Environment

1. Read the following articles, which will be useful when analyzing your own municipality’s plan:
 - Climate change: How do we know? <https://climate.nasa.gov/evidence/>
 - Global temperature anomalies from 1880 to 2017:
<https://www.youtube.com/watch?v=Z4bSxb5THm4>
 - What are the causes of climate change? <https://climate.nasa.gov/causes/>
 - Consequences of climate change: <https://climate.nasa.gov/effects/>
2. Take notes while reading through your municipality’s plan to protect the environment.
3. Discuss the following subjects:
 - What are the priority areas within environmental protection in our municipality?
 - Which are highlighted as the biggest environmental challenges in our municipality?
 - Which of the different sectors (health services, transportation etc.) are the largest sources of greenhouse gas emission in our municipality?
 - Is the municipality planning to reduce the greenhouse gas emission? How?
 - What is the purpose of the plan? When is the deadline?
 - Does the plan to protect the environment have an impact on other sectors (education/health services/business etc.)? In which ways?
 - Does the plan affect national or global plans? In which ways?

7. Survey

Ask the students to interview five different people with a variety of age and background. At least two of them should be working with the environment, either in an enterprise, in an organization or in the municipality.

The students should ask the following questions:

- Every municipality must obtain zero greenhouse gas emissions by 2040. What do you think are the most important initiatives and solutions to achieve this goal?
- How would you like to contribute to the ambition zero greenhouse gas emissions by 2040?

8. Discuss

Think about what you have learned until now, and discuss the following questions:

- What do you think about the municipality's environmental plan?
- What do you think are the main challenges in order to obtain a fast and dramatic reduction of greenhouse gas emission in your municipality/community?
- How does the municipality's greenhouse gas emission affect and influence the social and economic conditions (job opportunities/business/education/inequality) in your community?
- How will social and economic circumstances be affected if your community achieve the zero greenhouse gas emissions?
- What do you think are the plans' most important opportunities – and its limits?
- How can this plan contribute to a sustainable development?
- Which of the Sustainable Development Goals is it possible that the plan will achieve?
- How can you, the students, contribute to the municipality's Environmental Management Plan?
- What would you do differently if you were the ones to develop and establish the municipality's Environmental Management Plan?

9. Vote on My World 2030

The United Nations has another survey called "My World 2030". The purpose of the survey is to gain knowledge about each country's progress in reaching the Sustainable Development Goals, according to its citizens. Have your say on <https://myworld2030.org/> and read about the survey: <http://about.myworld2030.org/results/>

10. Write a Chronicle or an Op-Ed

Write a chronicle or an op-ed (opposite the editorial page) to your local newspaper about your opinion on the municipality's Environmental Management Plan, based on what you have learned about sustainable development and the Sustainable Development Goals. You should address your chronicle to the deputies or to other contributors to the society.