WORLD'S LARGEST LESSON

Total time
4 hours

Age range
8–14 years

Turning Learning into Action
Starting a Community Action Plan

Overall Objective of the Lesson Plan

To use the Global Goals as a catalyst for students in identifying a local community issue that they want to help solve, and create an action plan to get started.

Specific Learning Outcomes

- Students will understand and learn about their community
- Students will create a community map
- Students will examine cause and effect relationships in the community interview
- Students will identify an issue of importance for a change project
- Students will demonstrate critical thinking skills in finding a solution to their community issue

Overview of the Lesson Plan

Step 1 : Watch the World's Largest Lesson Animation Part 3

Step 2: Connect the Global Goals to students

Step 3: Participate in a community walk (classroom based alternative available)

Step 4: Students map their community and identify an issue

Step 5: Students research an individual to interview for more information/advice

Step 6: Students generate and discuss different ideas to find a solution to their community issue

Step 7: Students create an Action Plan

Step 8: Students share their Action Plan with World's Largest Lesson

There are many different ways of taking action for the Global Goals and this lesson plan is our suggested approach for students to start a Community Action Plan. Read through the whole lesson plan before beginning. Students will need to have an awareness and understanding of the Global Goals - a link to World's Largest Lesson Part 1 animation which introduces students to the Global Goals can be found at https://vimeo.com/138852758 here.

A great way to introduce this project is by asking students to first identify what makes them a Goalkeeper (someone who takes action for the Global Goals) and to create a digital Goalkeeper portrait: worldslargestlesson.globalgoals.org/goalkeeperme

Ideas for Providing Structure to the Community Walk

This lesson involves taking students outside on a community walk to better understand and identify the problems within it.

- Decide on a physical boundary you would like to set for your class if you are taking them on a community walk. The size of which might depend on where you live, the age of students and ease of access to it.
- Plan and familiarise yourself with the community walk route before taking students.
- Plan how much time it will take, how many adults you will need to come with you and what students may need to bring with them for the walk.
- Complete a risk assessment for the community walk
- Seek guardian/parent permission for students to participate on the community walk if this is not already covered by your school safeguarding policy.

In order to help students decide on their Goal focus for their action plan we have divided the Goals into two categories - a People focus or Planet focus. Within each focus there are a suggested list of issues that students might identify in their communities. These are not intended to be prescriptive.

Planet Focus (encompassing Goals 11,12,13, 14, 15) Issues that students might want to focus on here include:
Climate Change, Severe Weather, Ocean acidification, Renewable Energy, Over-consumption (food, plastic, natural resources), Overfishing, Endangered Animals, Deforestation, Air Pollution

People Focus (encompassing Goals 1,2,3,4,5 & 10) Issues that students might want to focus on here include:
Poverty, Inequality, Homelessness, Malnutrition, Refugees, Water Access, Sanitation, Gender Inequality, Child Marriage, Child Labour, Education, Health Care

Tips and Rationale for Teaching Outside

Before going on the community walk check the weather forecast to know what to bring on the walk. Suggested resources to bring with you and students are: *Maps and plastic pockets (in case of rain), Basic first aid kit, Spare hats, Water, Risk assessment, Spare student activity sheets, Clipboards, sign in sheet, spare socks and gloves, sun cream, carry bags & rucksack, cameras or camera phones - it's very useful to take photos of specific areas of the community for students to refer to once back in the classroom.*

By going outside on a community walk, students will see firsthand the diverse opportunities and/or problems as well as gain a better understanding of their local community. There are also many other benefits of taking learning outside. In their 2018 survey, Outdoor Classroom Day https://outdoorclassroomday.org.uk/ asked teachers from 45 different countries a series of questions about outdoor learning. The teachers surveyed said that when they take lessons outdoors children are more:

- Engaged in learning (88% agreed)
- Better able to concentrate (68% agreed)
- Better behaved (65% agreed)
- 89% of teachers said that children are happier when they learn outdoors

For more information about teaching and learning outside visit the Outdoor Classroom Day website
https://outdoorclassroomday.org.uk/

Further Resources for a Community Walk & How to Map It
- For a more detailed approach to a Community Project visit the Jane Goodall Institute Canada
  https://janegoodall.ca/wp-content/uploads/2017/02/JGICommunityMappingGuide-1.pdf
- For a one week lesson plan from Design for Change on how to implement a change project:
  http://cdn.worldslargestlesson.globalgoals.org/2016/06/Design-for-Change-One-Idea-One-Week.pdf
- Visit the Design For Change website (http://www.dfcworld.com/SITE) for examples of action projects
  that students have already started
- Using Google Earth https://earth.google.com/web/ can be a great way for
  students to digitally explore their community
- Students can also create detailed digital maps of their community through the Google Maps portal.
  For video tutorials on how to use Google Maps for this see here:
  https://sites.google.com/mrpiercey.com/resources/geo/my-maps

Lesson Plan

Essential Question
How can we use our understanding of the Global Goals to improve our community?

Step 1: Watch the World's Largest Lesson Part 3 Animation

5 mins

Note: If it is not possible to watch the animation use the storyboard and animation script in
Appendix 1 to read aloud and show to students

Set the scene by watching a complete run through of World's Largest Lesson animation Part 3 https://vimeo.com/266852848. (There will be time to stop and discuss in greater depth specific sections of the animation throughout the lesson).

Step 2: Connecting the Global Goals to Students

10 mins

Tell students : *Now we are going to do some of the things that Astro Girl suggests.*
Start the film again and use it to prompt the discussion here and in Step 3.

Stop the film when the narrator says *"The best place to start is with the person you know best - YOU."*
Use this to prompt a classroom discussion, *why might the best place to start to take action for the Global Goals be you?* Explain that this is a "Thunking Question" - a question which has no right or wrong answers, it just asks people to think about an answer and be able to justify their opinion.

Continue playing the film and stop it again when the narrator says *"What are you like as a person, what do you care about, what's really important to you?"* Tell students to spend some time thinking about these questions. Then ask students to share if any of them have already made personal changes that help to support the Goals. These can be small personal changes that students may not realise are already helping to achieve the Goals!

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Step 3: Community Walk

1 hour

Note: If it is not possible to take students outside on a community walk, they can participate in the Guided Meditation instead (**Appendix 2**). This will help students understand the issues facing their community.

Tell students how personal changes can have an even bigger impact when looking at our community as a whole. That's why Astro-Girl suggests the next step to creating a change project is to go out into our community with the Global Goals in mind. Ask students to think about the word *community*. *What do they think it means? Who lives in their community?* Invite students to Think, Pair and Share on some ideas. Remind students that animals and the environment are also part of our community - *why might this be important to think about?*

Before going outside, ask students to spend some time discussing their community - a*re there any issues and problems they think exist already? If so, who is most affected by this? What has been done already to try and improve this? What Global Goal does this issue link to?*

Tell students the aim of going outside on a walk is to to understand your community from a Global Goals point of view and to determine what works well in it and already contributes to the Goals and what could be improved.

To make the walk most productive you will need to provide some structure.
– Consider if you would like to focus on a theme or specific Goals. Refer to the **Teacher's Guide**
  for ideas on this or ask the class if there is any specific theme they would like to investigate.
– Generate some questions that you want students to answer on their walk. See Appendix
  3 for some ideas or challenge students to create their own questions and write these
  on their Community Walk Activity sheet (**Appendix 4**) before setting out.

Clearly communicate any rules for the walk and the expectations of student behaviour. Whilst on the walk ask students to record their answers and observations on their Community Mapping sheet. Remind them about the Global Goals as they walk. You could ask them to imagine they are looking a their community through Global Goals glasses - *which of the Global Goals can you see present in your community? Which ones are missing?* If they want to record what they see with photographs make sure that they ask permission if they take photos of people.

Ensure students complete point 3 of their Community Walk Activity Sheet - *Something I'd really like to see changed in my community* (**Appendix 4**) - as this will provide the initial discussion point for identifying the community issue.

Step 4: Mapping Your Community and Identifying the Issue

45 mins

Once back in the classroom, ask students to discuss their answers to point 3 on their Community Walk Activity Sheet. *What are the student responses? Did anyone else have the same response? What other things did students notice? What did they identify as working well in their community? Did they see any Global Goals already working in their community? Which Goals could be improved?*

Explain to students that they are going to map their community to better understand it and to identify any issues within it. Students may want to draw their own map by hand or use Google Earth to plot key areas - (See the **Teacher's Guide** for tips on how to map your community). For younger age groups, give an individual building, infrastructure or environmental feature to draw. These can then be joined up together to create a collaborative class map of the community.

Throughout the activity prompt students that the purpose of the activity is to identify
an issue they would like to focus on to design a change project.

Guidance on how to decide on the issue for the Community Action Plan

- *Ask students to think if this is an issue that they really care about and if it is important to them*
- *Estimate how many people are affected by this issue and how many people could be impacted by the resolution of the issue*
- *What would the knock-on effects of the resolution of this issue be?*
- *Does this issue affect all members of the community? Animals, environment and people*
- *Is there anyone else already trying to solve this issue?*
- *Do other community members want this issue to solved?*
- *What other questions/criteria do students think need to be asked to identify an issue?*

Step 5: Seeking Advice on the Issue

45 mins

Once a community issue has been identified divide students into groups to research individuals
or community members that students would like to interview to learn more about the issue.

Things for students to think about when deciding who to interview:

- *Who does this problem affect?*
- *Who will be impacted by this change project?*
- *Which figures of authority locally might have advice on this issue or might be able to help?*
- *Are any other organisations already working on this issue?*
- *Who needs to be involved in the change project process?*
- *How will students contact their interviewee?*

Remind students of the line from the animation that explains *"Sometimes it's the quietest voices
who have the best ideas" - is there anyone else we could ask?*

Hand out **Appendix 5** for students to think about and complete the questions they want to ask their interviewee.

After the interview, come back together as a class and discuss what students have learnt. *Are there any changes
that students will have to make to their change project now they have heard another perspective? Have students'
opinions about the issue changed?*

Make a note to keep the interview notes - quotes can be useful in persuading other people to help you.

Step 6: Generating Ideas & Getting Creative

45 mins

Now that the issue has been identified and advice has been sought from a diverse range
of community members, it's time for the students to generate ideas on what action they can take.

Ask students *What are some of the skills that we have in the class? How can we utilise these to create a change
project?* Divide the class into small groups to generate ideas on how to solve their community issue.

Hand out the Generating Ideas Activity Sheet **Appendix 6**.Explain that the young girl in the animation offers a plate
of Global Goal cupcakes as if they are a plate full of ideas! Students should work individually to generate as many

ideas as possible in 5 minutes. Ask them not to evaluate either their own ideas or those from other people. The point is to generate ideas not to judge them as this will limit their creativity.

Next ask students to discuss in their groups all the ideas individuals came up with. Encourage them to be open minded and not defensive about their own ideas and help build on others ideas to make them better. Ask groups to narrow down their selections and choose their favourite idea to present to the class. Ask each group to present on the following questions:

• *What does your idea involve?*
• *Can we implement this idea on our own?*
• *How many people do we estimate will be impacted by this idea?*

Each group will then present their top idea to the rest of the class who will hold a class vote to decide which idea to move forward with for their Action Plan.

Finish this section by working as a class to define the problem they are aiming to solve using less than 20 words. Follow this by describing their idea or solution in less than 20 words.

Step 7: Creating an Action Plan for the Global Goals

20 mins

Once students have decided on their idea to solve their community issue, students will need to gather everything they have learned together to create their Action Plan.

Ask the class to describe *what it will it look like once we've achieved this?* Then as Astro-Girl says we are going to have to work backwards. Pose a series of questions to students, these can either be answered individually, by the whole class or you may assign a question to each group:

1. *Who do we need to help us with this action plan?*
2. *What do we need to do?*
3. *What skills do we have already that can help us and what else do we need?*
4. *How will we know if our plan is working? - what will we see and hear from people?*

Hand out the Community Action Plan activity sheet (**Appendix 7**) for students to complete.

## Step 8: Sharing Your Action Plan

10 mins

Sharing your action plan is the first step to making it happen.

Explain to students that when the governments from 193 countries met in New York in 2015 to agree on an action plan to make the world more equal, fairer and just they called it the Global Goals and they made it public and told the world about it. Explain that by making this plan public students are taking their first step in making change happen.

Take a photograph of the completed Community Action Plan Activity Sheet and ask students to upload it onto the World's Largest Lesson Map https://worldslargestlesson.globalgoals.org/map/index.html .

As an alternative to watching the World's Largest Lesson Part 3 Animation, read aloud the script to students and show them the animation stills.
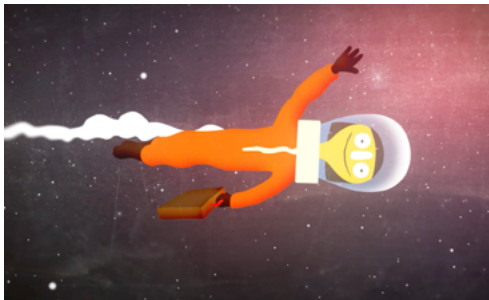
Hello…..Hello…..it's me again. Just catching up on these Global Goals. There's a lot you can do to help get the Goals done if you get creative. But getting started can be hard. And… we all need a little nudge sometimes. Especially when the problems can seem enormous, from where you are standing.

I'm here to nudge you – and, funnily enough, the best place to start is right where you are standing with the person you know best – you. Lots of things you do in your life have an effect on the Goals. From what you buy, to what you eat, to how you treat other people. Even one little change will make a difference. And who knows – you might even start a chain reaction that ends up changing the whole world. So how do you decide what to do?

First spend a bit of time asking yourself some questions. What are you like as a person? What do you care about? What's really important to you? Start a list of things you care about, and think about what you could change in your life that might help improve them. Maybe you love sea-life or having clean water for you and your friends to swim in. So, if you refuse to use a plastic water bottle, straw, or bag, you will stop them making their way into the sea when you throw them away.

Or maybe you care about getting a good education in a school that feels safe. So if you make sure you treat everyone with kindness and respect their rights, then others will follow your lead – and everyone will feel happy and ready to learn.

Or maybe you are thinking about the environment, and so you start eating less meat each week (if you eat meat at all that is). Or maybe it is something completely different, do some research and work out – what could it be?

Don't forget to tell other people what you're going to do, and maybe they'll do the same. Suddenly…it's a MOVEMENT! Then go out into your community with the Global Goals in mind and discover how it could be better. Find out by looking around you, and then looking some more.

Ask people what they think. Talk to lots of different people so you get a range of answers. Ask everyone – sometimes the quietest voices have the best ideas. And don't jump to conclusions or leap on your first idea. Thinking more will make your ideas even better. You could work with friends or family as some things are difficult to do alone, and it's nice to have a team.

Maybe your local park could do with a clean-up. Could you get some friends together to tackle it?

Maybe there are people where you live who are hungry. Could you organise a food drive?
Maybe there are places you and your friends avoid because you don't feel safe. How could you work together to change that?

Or maybe it's something different. Do your research and work it out.

Imagine what it would be like when it's done. Work backwards and think about all the changes that are needed. List all the people who need to be involved and get started! You'll find some things work and some don't – but it's good to keep trying. Once you've achieved something locally, you'll feel confident about thinking even bigger.

Now you know what you need to do to help. Take a deep breath. Jump in. And show how much you care.

I'm just saying.

As an alternative to a community walk: Explain to the class that they are going to begin a guided meditation. This is an exercise where the students will be asked to think about the answer to some questions in their heads. Create a calm atmosphere - you may want to turn the lights off or play some music quietly. Encourage children to close their eyes or lower their gaze.

Tell students this guided meditation is going to be based on a normal school day. Read the script below slowly and clearly, taking time to pause between each paragraph.

Imagine you have just woken up at the beginning of the day. What sounds can you hear outside? You get up and get dressed for school. Now think about how your journey to school. What do you see on your way to school? Do you see any birds, animals or water sources? How do you get there? Is it an easy and safe journey?

Now you have arrived at school. Is everyone able to get to school? As you enter the classroom what do you notice? Is everyone being kind to one another? You sit down and prepare for your lessons. Then it's lunch time, what do you eat for lunch? Is everyone eating healthy food? What happens to the food that isn't eaten? Do you see it thrown away in bins?

After lunch you go back to your classroom, has everyone been outside to play? Have you all had a chance to run around and have fun?

It's later in the day and your teacher tells you it's the end of the day. What happens to the classroom at the end of the day? Is there someone who is in charge of turning the lights off? It's the end of the day and you run outside. You go and find your friends to go and play outside. Do you and your friends go to the same place after school everyday? Or do you do different activities each time?

Perhaps you want to go home straight away after school. Think about your journey home and what you pass. Do you pass lots of people? Do these people seem happy? Do you pass the same buildings and people on your way home from school? Is anything different from your journey to school in the morning from your journey back home in the afternoon? Has anything changed from the start of the day?

Now you are home again. What do you do when you get home? Is there anywhere you can go with your friends?

You have spent a day in your community was there anything you would like to see changed? What could be improved?

Here are some suggested prompt questions to ask to bring a more focused approach to the student community walk.

Who lives in our community?

Do you ever do any work or play with other schools in your local area?

How many people do you see?

Does everyone have enough to eat?

Does everyone have somewhere safe to sleep?

Are all children going to school?

Does everyone have a safe access to school?

Are there clear signs on the roads?

Can everyone access the public transport?

Are all people treated equally in your community?

Are there any areas which you usually avoid going to?

Are there any resources that the community possesses that could be better utilised to meet the needs of the community members?

What issue do you think is the most important to solve? Why?

Is there anything else you notice?

Can you see any birds or animals?

Can you see any trees?

Can you see any natural flowing water?

Can you see any bins for recycling waste?

Can you see any rubbish?

Who is responsible for collecting the litter?

Is it easy to find clean water?

What does your school do with leftover food?

Does everyone have access to safe outdoor space to play in?

Is there somewhere outside where you can play with your friends?

Are there any areas that animals don't go to? Why is that?

What issue do you think is the most important to solve? Why?

Is there green space and parks available?

Do people look happy?

Does everyone have a space to play outside?

Can you see any renewable energy sources?

Take this sheet with you when you go on your community walk. Here you can record your observations and answer the questions you set yourself. Your walk may even prompt some further questions you want to ask. You can note these down below.

Questions we want to ask	Observations

1.General notes/observations:

2. Things I really like about my community:

3. Something I'd really like to see changed in my community:

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1. **Do your research on your interviewee -** do some background research on her/him so you know some information about them before they come in. This will help you to feel more confident and prepared and the interviewee will know you are serious if you have done your research.

2. **Have a list of interesting questions -** think about what you want to find out from your interviewee. What kind of answers are you going to get if you just ask closed questions (questions that only require a yes or no answer). Make sure you have lots of open-ended questions - these are more interesting and provide more opportunity for the interviewee to speak. Open-ended questions start with *"How"* or *"Why"* or phrases like *"What do you think about…"*

3. **Listen and be confident to go off script! -** It's really important to listen to your interviewee as one of their answers might lead you to thinking of a new and interesting question on the spot.

4. **Recording responses -** Think about how you are going to record the answers to your questions. Are you going to write them down? Are you going to use a tape recorder or film?

My top questions to ask:

1 _____

2 _____

3 _____

4 _____

5 _____

During the interview:
Notes to record responses to questions:

After the interview:
Are there any changes you would like to change about your idea after the interview?

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Use this activity sheet to generate some ideas on how to solve your community issue. This is just the first step in finding a solution to your community issue so think as big, bold and creatively as you want! Write your idea by each one of the individual cupcakes.

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THE GLOBAL GOALS
For Sustainable Development

Follow these 6 simple steps to start your Global Goals Community Action Plan!

1. What's the problem?

3. What skills do we already have that will help us?

2. What is our idea?

4. How will we tell if our plan is working?

5. What will it look like when the problem is solved?

6. What's the first step we're going to take and when?

Share Your 6 Steps With Us!

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