



# Let's make a world of difference

*An introduction to the Get Up and Goals! Project*





**“Be a global citizen... Help us make this world safer and more sustainable today and for the generations that will follow us.”**

**Ban Ki-moon**  
(Secretary-General of the United Nations, in 2016)

## Get Up and Goals! What is this project?

It is a 3-year project funded by the EU with the aim of raising awareness of the 17 Sustainable Development Goals (SDGs) amongst teachers and young people in twelve European countries. The project has a number of different aspects.

Firstly, the creation of the Teaching and Learning Units (TLUs) on five important topics; Economic Migration, Asylum Seekers, Climate Change and Gender and Women and International Inequalities. The resources developed in these units are to support teachers in the classroom and provide them with up to date, topical and relevant lesson resources.

Other aspects include working with teachers in other countries to support young people learning about the SDGs, develop a Geo-History Textbook for use across the partner countries, supporting young people in developing awareness campaigns and helping teachers better understand the Sustainable Development Goals (SDGs).



## Why should you use these resources?

These TLUs have been written especially for the project.

They have been mapped with the curriculum for PSHE, Citizenship, SMSC (Spiritual, Moral, Social and Cultural) and British values, and play a vital part in supporting both teachers and pupils to become more aware of these often challenging issues. As part of the project teachers have monitored the classroom use of the resources and have provided evaluations and pupil feedback on the content and activities.

Using these resources will help your pupils consider a range of challenging issues such as:

1. How does gender inequality impact on women's lives around the world?
2. Why is it important that women are involved in leadership and decision making?
3. How will the Sustainable Development Goals help to improve the lives of people around the globe?
4. How do we ensure that no-one will be left behind in 2030?
5. How will we develop responses to the impact of climate change?

## How will these resources help teachers?

These lessons have been designed to save teachers time by providing topical, relevant information with engaging stimulus. Teachers will have a lesson from start to finish that includes, facts, images and relevant interactive activities.

Pupils will benefit from these resources as the information is presented to them in a way that encourages thought, reflection and action. Young people are invited to really think about the critical issues that face the world as we move towards 2030. Through taking part in these lessons pupils will understand the value of the SDGs to them and the wider world.

## Objectives of the project.

There are shared objectives across the project that could benefit your pupils.

These are:

- **An increased knowledge of key issues and their complexities around the SDGs.** Pupils will be helped to reflect and evaluate all aspects of these important issues and start to consider their own views and behaviour and how this should and can be modified to affect positive change.
- **Be helped to apply their knowledge and understanding** into different aspects of their lives that link to the SDGs e.g. personal decisions around transport, consumption, energy use, aspiration and equality.
- **Should consider their behaviours and become 'change agents'** and influence the values and actions of others. This could be in a school setting or in the wider community.

As a result of learning about these issues many pupils will start to develop ideas around action and awareness campaigns and spread messages to wider communities about how we all need to respond to particular challenges like climate change and gender inequality.

## What are we hoping to achieve?

- **To give free and relevant resources** that can be used in the classroom by non-specialist teachers in a range of circumstances e.g. PSHE/ Citizenship/RE/MFL/Geography
- **To benefit pupils** by giving them topics to reflect on, with stimulating pictures and clips and challenge their current thinking about issues such as Climate Change
- **To help trainees or newly qualified teachers** feel confident about developing global learning in their classroom
- **To enhance existing curriculum areas**
- **To support difficult conversations on controversial issues**
- **To reflect the values and ethos** of schools/ teachers around these issues
- **To get teachers excited about learning** that focuses on developing confidence and critical thinking skills in young people
- **To widen your perspective of teaching** and develop your professional experience and expertise around global learning
- **To benefit local communities** by raising awareness of issues to do with Economic Migration, Asylum Seekers, Climate Change, Gender & Women and International Inequalities

## What's inside the box?

Each Teaching and Learning Unit is made up of a number of lessons with clear learning outcomes, which have been mapped for PSHE, Citizenship, SMSC and British Values, but can be adapted for other curriculum areas.

They have been based around some important 'Big Ideas' that the project felt young people should know about these issues. Each lesson has a PowerPoint for use in the classroom with additional worksheets when required.





Areas looked at in the lessons include:

- The right to decent work
- A decent standard of living
- The freedom to learn and live where your talents are best fulfilled



Case studies are used so that pupils can get a feel for the experiences of economic migrants.

Stories from the Irish Famine and its impact on migration are considered along with more recent tales of real life migrants making difficult journeys where they face multiple risks.

In addition pupils explore stories about modern day slavery and what is meant by 'decent work'. The unit finishes with an activity to get pupils to think about the power of positive community integration.



### KEY IDEAS EXPLORED

Lessons use pupils' own experience – for example, that of movement and travelling, that of applying for a place in a school, that of feeling welcome (or unwelcome) in a new place.

Pupils are encouraged to consider the values and attitudes they are developing as young people and to empathise with other people's lives and experiences.



## ② Asylum Seekers

These lessons will help teachers support pupils as they explore the reality of life as a refugee.

The aim of these materials is to provide ideas for teachers to address issues linked to migration and asylum, including the right to a nationality, protection under the Refugee Convention (1951), to be treated with dignity, and to live in safety and security. The Refugee Convention is based on the Universal Declaration of Human Rights (1948), which states that people have the right to seek a place of asylum if they are being persecuted in their own country. The lessons are closely linked to many of the 17 SDGs.



Areas looked at in the lessons include:

- Belonging
- Uprooting
- Protection
- Asylum
- Statelessness



Case studies are used so that pupils can get a feel for refugees' experiences.

Stories from Syria, Eritrea, Nazi Germany, Iraq and Afghanistan and those who have been refugees in the UK are included in these 6 lessons.



### KEY IDEAS EXPLORED

The difficult choices faced by families and individuals are examined.

Students are encouraged to understand what is meant by an 'Asylum Process' and how individuals need to be protected from danger. They learn about the concept of 'sanctuary' and how some schools are designated as schools of sanctuary. The lessons support pupils as they reflect on this very complicated and often upsetting topic.

## ① Economic Migration

These lessons will help teachers tackle this important but sometimes sensitive subject which can be difficult in a classroom when pupils have varying understanding and experience of the issue.

The activities will help build pupils' knowledge with a focus on the need for an appreciation of the requirement for the 'humane treatment and protection for everyone – no one is left behind' as stated in the SDGs.

The unit materials have a focus on 'people and their experience' and pupils are able to explore the causes, aims and outcomes of a migration journey.



### ③ Climate Change

These lessons will support teachers who would like to develop learning about Climate Change in Citizenship or PSHE lessons.

The focus is on the sustainable development goal 13. We offer reliable and accurate facts that will help build knowledge and make the pupils reflect on how they may be contributing to the problem and how they could be part of the solution.

Young people are growing increasingly concerned at how Climate Change may impact their future. Many have been inspired by Greta Thunberg the 16 year old political activist from Sweden who has given rise to a worldwide student strike movement.

The resources and learning activities develop pupils' critical thinking skills. Pupils will start to understand the human consequences of Climate Change and the immediate need for the world to take action, starting on an individual level. The focus of discussion activities is on pupils' own experiences, how they live their lives, make choices and how these can have both positive and negative consequences.

The lessons enable them to reflect on their legacy on the planet, they are topical and relate to current global conversations on the impact of climate change.



Areas looked at in the lessons include:

- Is Climate Change really taking place?
- What are the different viewpoints on Climate Change?
- What kind of legacy do I want to leave for my grandchildren?
- What is my carbon footprint?
- How do my choices around food impact on the planet?
- How does Climate Change impact on communities in other parts of the world? (A case study of the Marshall Islands).
- How does Climate Change impact on the habitats of animals such as Orangutans?
- Can I be part of a generation of change that does things in a different way to preserve the future of our planet?



Case studies are used so that pupils can get a feel for real world experiences.

An integral part of these lessons is the inclusion of the voice of scientists such as Professor Stephen Hawking speaking about the value of the Global Goals.

In addition pupils learn about the impact of the use of Palm Oil on animal habitats, the impact of rising sea levels on communities such as the Marshall Islands and the contribution their choice of food makes towards climate change and rising temperatures.



#### KEY IDEAS EXPLORED

This unit will help pupils explore the moral and ethical choices we make each day as we go about our lives.

Pupils will be given time to reflect and develop ideas about how to practically apply their knowledge to future decisions around travelling, heating homes, eating food and looking after the planet.



### ④ Gender and Women

These lessons will support teachers on developing learning and conversations about 'Gender Equality and Women' in Citizenship or PSHE lessons.

The focus of the lessons is on the sustainable development goal 5. The aim is to work towards achieving gender equality and empowering all women and girls. The lessons offer reliable and accurate facts that will build knowledge and help pupils reflect on how they may be contributing to the problem and how they could be part of the solution.

The lessons provide opportunities for activities to take place in an inclusive and safe environment. These lessons start from the pupils' own point of view and gives them an opportunity to discuss issues around gender identity, gender norms, gender equality and gender discrimination. Pupils are encouraged to explore their own perceptions around the topic and understand how the issues relate to their own situation. Learning activities will enable them to develop their critical thinking skills, to help them address gender inequality in the future.

Consequently, they should start to understand the human consequences of discrimination and the immediate need for the world to take action on SDG 5.



Areas looked at in the lessons include:

- Key definitions around gender identity and gender norms
- Global patterns of gender inequality and the impact this has on women's lives around the world
- The protest methods used by the Suffragettes in the fight to gain the vote for women
- The importance of educating girls to reduce global poverty
- The role of Malala in campaigning for the right of girls to get an education
- Gender disparities in the British Workplace, an examination of British Equality Legislation
- The work of an MP - looking at the life of Jo Cox and understanding the value of participating in decision making both in the workplace and in politics.



Case studies are used so that pupils can get a feel for the experiences of others.

To support pupils' learning there are a number of detailed case studies used as part of the lessons.

These include examining the impact of the Suffragettes, Malala and the work of the murdered MP Jo Cox.



#### KEY IDEAS EXPLORED

This unit will help pupils explore the moral and ethical choices we make each day around gender equality.

Lessons look at pay discrimination in the work place, the impact of gender related violence and the need for girls and women to participate in decision making at all levels and step into leadership roles. Resources are topical and can be developed and updated as things occur in the news or within pupils' experiences.



Areas looked at in the lessons include:

- Global inequality and current trends
- The impact of absolute and relative poverty
- The repercussion of inequality on health and the need for good healthcare systems
- With an additional focus on the connection between global inequality and environmental issues



Case studies are used to explore campaigns aimed at increasing global awareness of the impact of inequality.

Pupils will learn about the work of Oxfam, the benefits of Fairtrade and the work of the UN in raising global awareness of the ten main threats to global health in 2019 and beyond.



### KEY IDEAS EXPLORED

Lessons use pupils' own experience of inequality helping them to understand recent and historical trends.

They get to understand how relative poverty affects people in our country and absolute poverty is an issue today in some continents despite improvements globally. They will get to examine the rise of homelessness in Britain and discuss possible solutions.

Pupils will explore the benefits to countries of having good health care systems and will consider how these can be developed to support growing populations. Lesson activities will help to encourage pupils to develop their empathy and problem solving skills.

## 5 International Inequalities

These lessons will help teachers support pupils as they find out about global inequality.

They will find out about the difference between absolute and relative poverty and understand what is meant by quality of life. Students will learn about the impact of inequality on the provision of high quality education, health services and how it can have consequences for the environment.

The aim of these materials is to provide ideas for Key stage 3 and 4 teachers to address issues linked to inequality and start to consider how problems linked to inequality can be addressed. Concern with addressing poverty is an issue for many world-wide organisations. The World Bank states that they are looking to address the "need to find an economic growth model that's inclusive, that lifts up the poorest citizens rather than maintains those at the top". The lessons are closely linked to all of the 17 SDGs and it is intended that lessons on these world challenges will get pupils to engage with the future we want for our planet and global humanity. Goal 10 'reducing inequality within and among countries' is a key focus.



# There are 17 Sustainable Development Goals.

<p><b>1 NO POVERTY</b></p> <p>End poverty in all its forms everywhere</p>	<p><b>2 ZERO HUNGER</b></p> <p>End hunger, achieve food security and improved nutrition, and promote sustainable agriculture</p>	<p><b>3 GOOD HEALTH AND WELL-BEING</b></p> <p>Ensure healthy lives and promote well-being for all, at all ages</p>
<p><b>4 QUALITY EDUCATION</b></p> <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<p><b>5 GENDER EQUALITY</b></p> <p>Achieve gender equality, and empower all women and girls</p>	<p><b>6 CLEAN WATER AND SANITATION</b></p> <p>Ensure availability and sustainable management of water and sanitation for all</p>
<p><b>7 AFFORDABLE AND CLEAN ENERGY</b></p> <p>Ensure access to affordable, reliable, sustainable and modern energy for all</p>	<p><b>8 DECENT WORK AND ECONOMIC GROWTH</b></p> <p>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>	<p><b>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></p> <p>Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation</p>
<p><b>10 REDUCED INEQUALITIES</b></p> <p>Reduce inequality within and among countries</p>	<p><b>11 SUSTAINABLE CITIES AND COMMUNITIES</b></p> <p>Make cities and human settlements inclusive, safe, resilient and sustainable</p>	<p><b>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</b></p> <p>Ensure sustainable consumption and production patterns</p>
<p><b>13 CLIMATE ACTION</b></p> <p>Take urgent action to combat climate change and its impacts</p>	<p><b>14 LIFE BELOW WATER</b></p> <p>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<p><b>15 LIFE ON LAND</b></p> <p>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss</p>
<p><b>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b></p> <p>Promote peaceful and inclusive societies, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>	<p><b>17 PARTNERSHIPS FOR THE GOALS</b></p> <p>Strengthen the means of implementation and revitalize the global partnership for sustainable development</p>	<p><b>SUSTAINABLE DEVELOPMENT GOALS</b></p>

# Background to the Get Up and Goals! Project.

- **The United Nations (UN)** is a group of 131 countries of the world, including the UK, which has organisations supporting peace and development around the globe.
- **In the year 2000**, the Millennium 8 goals for all countries were agreed with the aim to help people out of poverty, so that everyone could live healthy, fulfilling lives everywhere in the world, not just in more economically developed countries.
- **By 2015**, it was agreed that the goals would continue, as much still needed to be done in the world.
- **On Friday 25 September 2015**, 193 world leaders committed to the 17 Global Goals to achieve three extraordinary things in the next 15 years: end extreme poverty, fight inequality and injustice and fix climate change. The Global Goals for sustainable development could get these things done - in all countries, for all people.
- **These new goals are called the Sustainable Development Goals (SDGs)** and there are 17 of them in all. A new date of 2030 was set to try to achieve them by. The statement that 'no one in the world is left behind' became the basis for the goals, and that all countries would aim to end poverty, stop inequality, and tackle climate change.
- **The Get up and Goals! Project is all about these SDGs** and has the objective of increasing pupil, teacher and community awareness of what these goals stand for and how they can help support positive changes in communities around the world. These 17 goals are ambitious but working towards achieving these should help tackle global problems like hunger, climate change and gender inequality.
- **It is intended that through the use and development of these teaching resources** that young people will be able to understand how they are 'interdependent', how the SDGs relate to all humans on the planet and that achieving these goals by 2030 is related to many everyday choices they make in their own lives. It can seem impossible that the average person can make an impact, but one of the aims of this project is to help young people understand how their future behaviour can make a positive difference to the world we share.

# Sustainable Development can be seen as two things...

*The first is that we find a way of living our lives, so that we do not cause harm to other people or to the environment.*

*The other aspect is that we live our lives in a way that means there will continue to be enough resources for people in the future, so they can live decent, dignified and rewarding lives, too.*

## ...both of these aspects are important

We do not want to use resources in a way that means our children or grandchildren are left without what they need, and we do not want to do things to the earth that make it harmful to live here, for people or animals. If we can change how we use resources - for example, to make them last longer - then this is called behaving in a sustainable way.

## What we do...

**Our role at the Liverpool World Centre is to support primary and secondary schools with all aspects of global learning and support SMSC and PHSE agendas.**

We can help to weave the global learning thread through the school curriculum and school life, and help you develop student voice and wellbeing.



**Liverpool World Centre (LWC) exists to make world issues relevant to the lives of young people.**

- School is a crucial part of a young person's life, therefore LWC works with children and teachers to facilitate understanding of global issues and promote social change.
- LWC uses topics such as Fairtrade, climate change, and citizenship to explore the relationships of young people with each other and those in the wider world.
- LWC has recognised and wide ranging expertise in this area, alongside a whole host of resources and ideas for practical work in the classroom and beyond!
- We work in partnership with global learning experts from around the UK, and are part of CODEC (the Consortium of Development Education Centres).

### Overall Aims

- To educate about and challenge global and social injustice, by primarily working with young people, using approaches in understanding global issues that reflect innovative thinking and methods from around the world.
- To ensure that the voices of those we work with are fundamental to our ways of working and to bring about changes in organisational cultures to ensure that they are heard, understood and acted upon.
- To provide a focal point and be a catalyst for joint initiatives with global justice groups and others.

***As a result of using these resources I believe our students have developed more empathy towards children around the world."***

Cherry Whitehead  
Head of Life Skills, Rainhill High School







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Co-funded by the European Union

The project is co-funded by DEAR (Development Education and Awareness Raising) Programme of the European Commission. This document was created and maintained with the financial support of the European Union. Its contents are the sole responsibility of the project partners and do not necessarily reflect the views of the European Union.