



United Nations SUSTAINABLE DEVELOPMENT GOALS for 2030

GLOBAL GOALS LESSON PLANS

for K-5 Students and Families

30-Minute Lessons and Activities
introducing the UN's GLOBAL GOALS for 2030

Fun and Creative Lesson Plans
to increase student awareness
of the goals and mission
of the United Nations.

Author/Creator Jenny Dearinger
with Contribution from
Sue Blythe of the Climate Collaboratory

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The Sustainable Development Goals: <https://www.youtube.com/watch?v=7dzFbP2AgFo>

INTRODUCTION

How can adults who care about our changing climate make a difference? It starts with the youngest generation. Formal and informal educators, including parents and grandparents, can offer activities to foster a love of books and the environment. Jenifer Dearinger's 30-minute lesson plans provide simple introductions to the concepts of a sustainable, just, and peaceful world. With the framework for action of the United Nations Sustainable Development Goals for the year 2030, these easy-to-use activities present an invitation for all ages to care for people and the planet.

Sue Blythe, Founder
Climate Collaboratory

The Climate Collaboratory invites you, your students, and their families to join in, the GLOBAL GOALS TREASURE HUNT in LESSON PLAN 18. It's a race against time!

<https://gardensofglobalunity.org/climate-collaboratory/>.

How to Use this Book of 30-Minute Lesson Plans

There are 17 Global Goals for Sustainable Development and one Global Goals Treasure Hunt. Each of the 17 GG Lesson Plans and the Bonus Lesson Plan is set up the same way. All the Lesson Plans are around 30 minutes.

Lesson Plan Structure-

- Justification
- Concepts for Discussion
- 30 Minute Lesson
 - Read the Suggested Story. A link to the YouTube video of that story is included.
 - Suggested Questions
 - Teacher Led Discussion
- Activity- A worksheet is provided to enhance learning for each Lesson Plan

Using the Worksheets-

The educator can build on these basic plans to create a rich and interesting Social Studies and English Language Arts unit on the United Nations and the GLOBAL GOALS for 2030. You are welcome to add as much time and information to these lesson plans and activities as you can! Complete the lesson plans in order or any way you want. After completing the 18 lesson plans, there is a printout of a certificate you can give each student.

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GLOBAL GOAL 1- NO POVERTY

(This lesson plan can be customized to your class's grade level and abilities.)

Justification- Eradicating poverty is not a task of charity, it's an act of justice and the key to unlocking an enormous human potential.... Nearly half of the world's population lives in poverty, and lack of food and clean water is killing thousands every single day of the year. Together, we can feed the hungry, wipe out disease and give everyone in the world a chance to prosper and live a productive and rich life. (See Global Goals 1: <https://www.globalgoals.org/goals/1-no-poverty/>)

Concepts for Discussion

Compassion and Empathy

Enough versus not enough (The opposite of 'poverty' is 'enough')

Fairness is getting what you need, not exactly what others have.

30 Minute Lesson

Read -*Last Stop on Market Street*, by Matt De La Pena

There is a free YouTube video of the story at https://www.youtube.com/watch?v=zK6CWvW_5-s
(7:30 minutes)

Suggested Questions

1. Where did the story start?
2. Why did CJ and his grandmother have to ride the bus?
3. What did CJ do with the money the Bus Driver gave him?
4. Where did the bus take them?
5. Why did CJ say he liked being in the food line?
6. Why didn't Grandma laugh when CJ said he liked being in the food line?
7. How does this story make you feel?

Teacher Led Discussion

Talk about "enough," "too much," and "not enough." Demonstrate the three concepts with jellybeans or M&Ms. Talk about compassion and empathy. Compassion is sympathy for the misfortunes of others. Empathy is when you can put yourself in the other person's shoes and try to figure out ways to help them.

Activity-

Give each student the 'Enough is Enough' Worksheet and crayons. Give them time to fill in and color.

GLOBAL GOAL 1 WORKSHEET-ENOUGH IS ENOUGH

CJ and Grandma brought cookies to share with the guitar man and bus driver.

Put a CJ, G, picture of a Guitar, or B over or on each cookie.

Can you give them all an equal number, so they all have enough?

What will you do if there is one left over? How will you share?

Take your pencil and divide the last cookie so 4 people can share it.

How many cookies does each person have?

Can you think of a math question that can help solve this problem?





GLOBAL GOAL 2- ZERO HUNGER

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

Hunger is the leading cause of death in the world. Our planet has provided us with tremendous resources, but often unequal access and inefficient handling leaves millions of people malnourished. If we promote sustainable agriculture with modern technologies and fair distribution systems, we can sustain the whole world's population. (See Global Goals 2:<https://www.globalgoals.org/goals/2-zero-hunger/>)

Concepts for Discussion

Compassion
Community Support
Telling an adult when someone is in trouble

30 Minute Lesson

Read -*Maddi's Fridge*, by Lois Brandt

There is a free YouTube video of the at <https://www.youtube.com/watch?v=To07TjBnrNY>

Questions About the Story

8. How do you think Maddi felt when she went to school hungry?
9. When Sophia found out Maddi was hungry, how do you think Sophia felt?
10. Why do you think Maddi wanted to keep it a secret that she didn't have enough food?
11. Should Sophia have promised to keep Maddi's secret?
12. What do you feel like if you haven't had enough food or water?
13. What should you do if you know someone is in trouble and the problem is too big for you to handle alone?

Teacher led discussion

Show a food groups chart. Discuss what healthy foods are and what they do to help students grow.

Activity-

Give each child the 'Fill the Fridge' Worksheet and crayons.

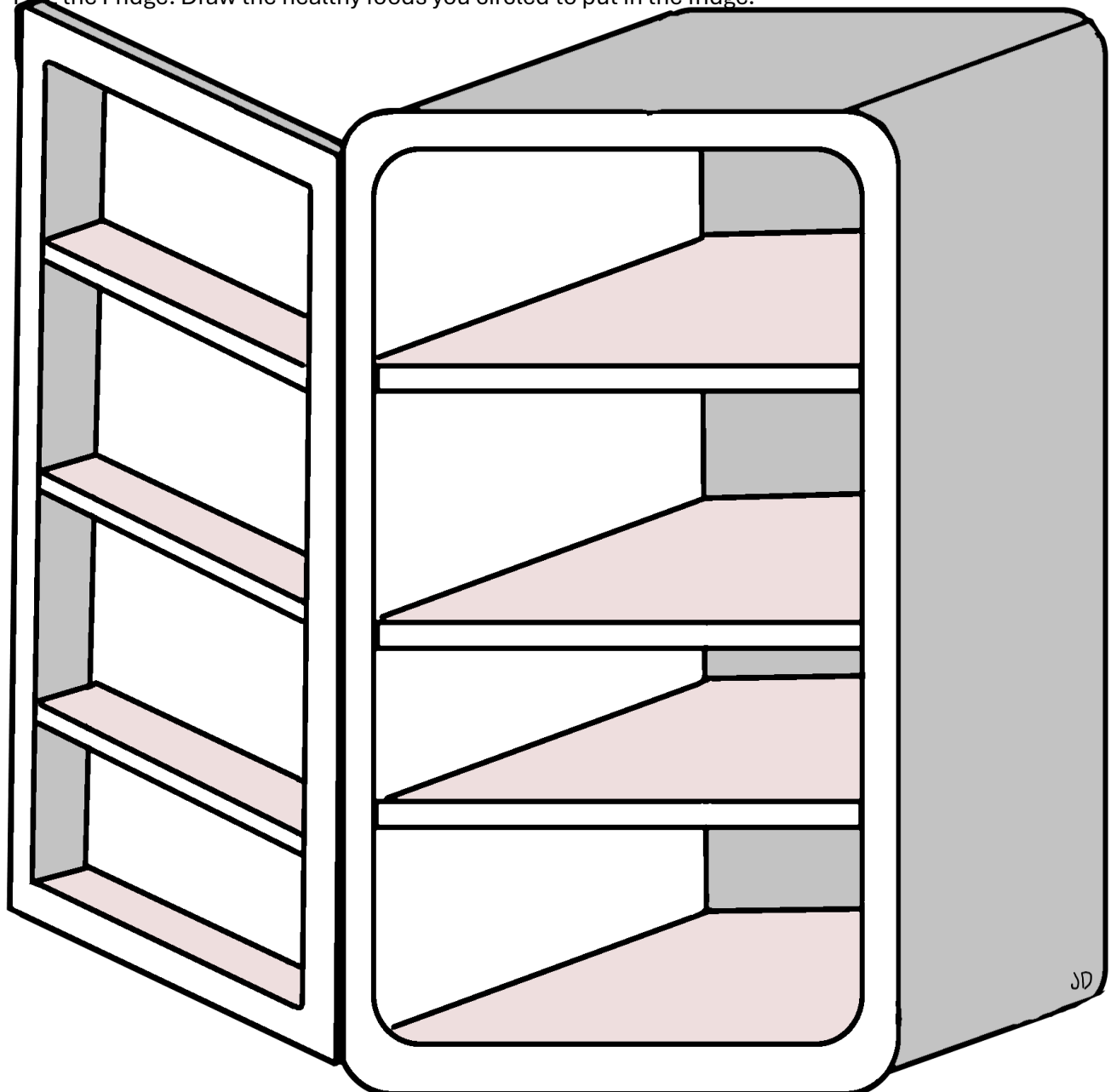
Give the students time to pick healthy foods and draw them in the fridge.

GLOBAL GOAL 2 WORKSHEET- FILL THE FRIDGE

Draw a circle around the healthy foods. Draw a line through those foods that are not healthy.

GRAPES	CANDY BAR	COOKED LEAN CHICKEN	HOT DOGS
CHEESE PIZZA	TUB OF BUTTER	BAG OF POTATO CHIPS	CEREAL
YOGURT CUPS	BANANAS	EGGS	DONUT
TORTILLA	RICE	FRENCH FRIES	BOWL OF SALAD

Fill the Fridge! Draw the healthy foods you circled to put in the fridge.





GLOBAL GOAL 3- GOOD HEALTH AND WELL-BEING

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

Over the last 15 years, the number of childhood deaths has been cut in half. This proves that it is possible to win the fight against almost every disease. The new goal for worldwide Good Health promotes healthy lifestyles, preventive measures and modern, efficient healthcare for everyone. (See Global Goals 3:<https://www.globalgoals.org/goals/3-good-health-and-well-being/>)

Concepts for Discussion

Welcoming a new baby
Noticing changes in a pregnant mother
Growing up healthy

30 Minute Lesson

Read -*The Berenstain Bears NEW BABY*, by Stan & Jan Berenstain
There is a free YouTube video of the story at https://www.youtube.com/watch?v=JVoGnOo_qJ8,
(6:01 minutes)

Questions About the Story

1. How could Small Bear tell his mother was going to have a new baby?
2. How could the reader tell that Small Bear was growing up healthy?
3. What happened while Papa Bear and Small Bear made the new bed?
4. Do you think Small Bear was happy to welcome his little sister?

Teacher led discussion

Talk about being healthy. Have the students tell you some things that keep them healthy. Talk about the importance of being positive, how positivity can make it easier to sleep, learn, and play with friends. Positive thoughts can increase wellbeing and good health. Make a list of positive words and phrases

Activity-

Give each child the 'Positivity Poems' Worksheet, a pencil and crayons. Teacher may want to help students with this activity.

GLOBAL GOAL 3 WORKSHEET-POSITIVITY POEMS

Acrostic Poems are poems written about one word. They are written vertically. Each letter is the beginning of a new word or phrase. Let's use these poems as 'Positivity Poems'!

EXAMPLE-

D Is for Does tricks

O is for Obedient

G is for Good

Make Acrostic Poems from the words STRONG and SMART.

S is for SUPER

T is for TERRIFIC

R is for

O is for

N is for

G is for

S is for

M is for

A is for

R is for

T is for

Make your own Acrostic poem out of *your* name. Use a POSITIVE word or phrase to describe yourself.



GLOBAL GOAL 4- QUALITY EDUCATION

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. Education is one key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. (See Global Goals 4:<https://www.globalgoals.org/goals/4-quality-education/>)

Concepts for Discussion

Diversity and Inclusiveness
Global unity
Commonality
Developing Empathy

30 Minute Lesson

Read – *All Kinds of Children*, by Norma Simon

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=0kyFyixSzn8> (5:20 minutes)

Questions About the Story

1. What body parts do all children have in common?
2. What do all children grow up to be?
3. Can you tell me some things all children like to do?

Teacher led discussion

1. If you lived on the other side of the world, do you think you would be the same or different?
2. What things would be the same?
3. What things may be different?

The teacher makes two columns on a sheet of paper. The columns are labeled “Same” and “Different.” As students give ideas, the teacher writes them down. Compare the columns. Which column has more ideas in it?

4. Because all children like the same things, should all children be treated with the same respect and kindness?
5. Should all children learn to read and write?

Activity-

Give each child the “All Children” Worksheet and crayons.

GLOBAL GOAL 4 WORKSHEET-ALL CHILDREN

Pick a friend in your classroom. Draw your friend. Draw yourself. Write down three things you two have in common- that are the same. Write down three things that are different. Do the differences keep you from being friends?

Picture of My Friend.

Picture of Me.



3 things that are the same.

1. _____

2. _____

3. _____

3 things that are different.

1. _____

2. _____

3. _____



GLOBAL GOAL 5- GENDER EQUALITY

(Can be customized to fit student grade level and abilities.)

Justification

The World Economic Forum Published a Global Gender Gap Survey in 2024. It ranked 146 countries according to the gender gaps in four categories: Health and Survival, Educational Attainment, Economic Participation and Opportunity, and Political Empowerment. On a global scale, women have roughly the same access to healthcare. But women still have far less Economic Participation and Opportunity and much, much less Political Empowerment. As women are almost 50% of the world's population, these disparities are a major deterrent to building a sustainable planet. (See Global Goals 5:<https://www.weforum.org/publications/global-gender-gap-report-2024/>)

Concepts for Discussion

Inequality
Gender Equality
Self-efficacy
Imagination
Women's rights
Democracy

30 Minute Lesson

Read "Amazing Grace" by Mary Hoffman

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=LmIfdJRSGQ>

Teacher-led Discussion-

Have the class define equality, stereotypes, gender equality, democracy, and human rights. Gear to the age group of the class.

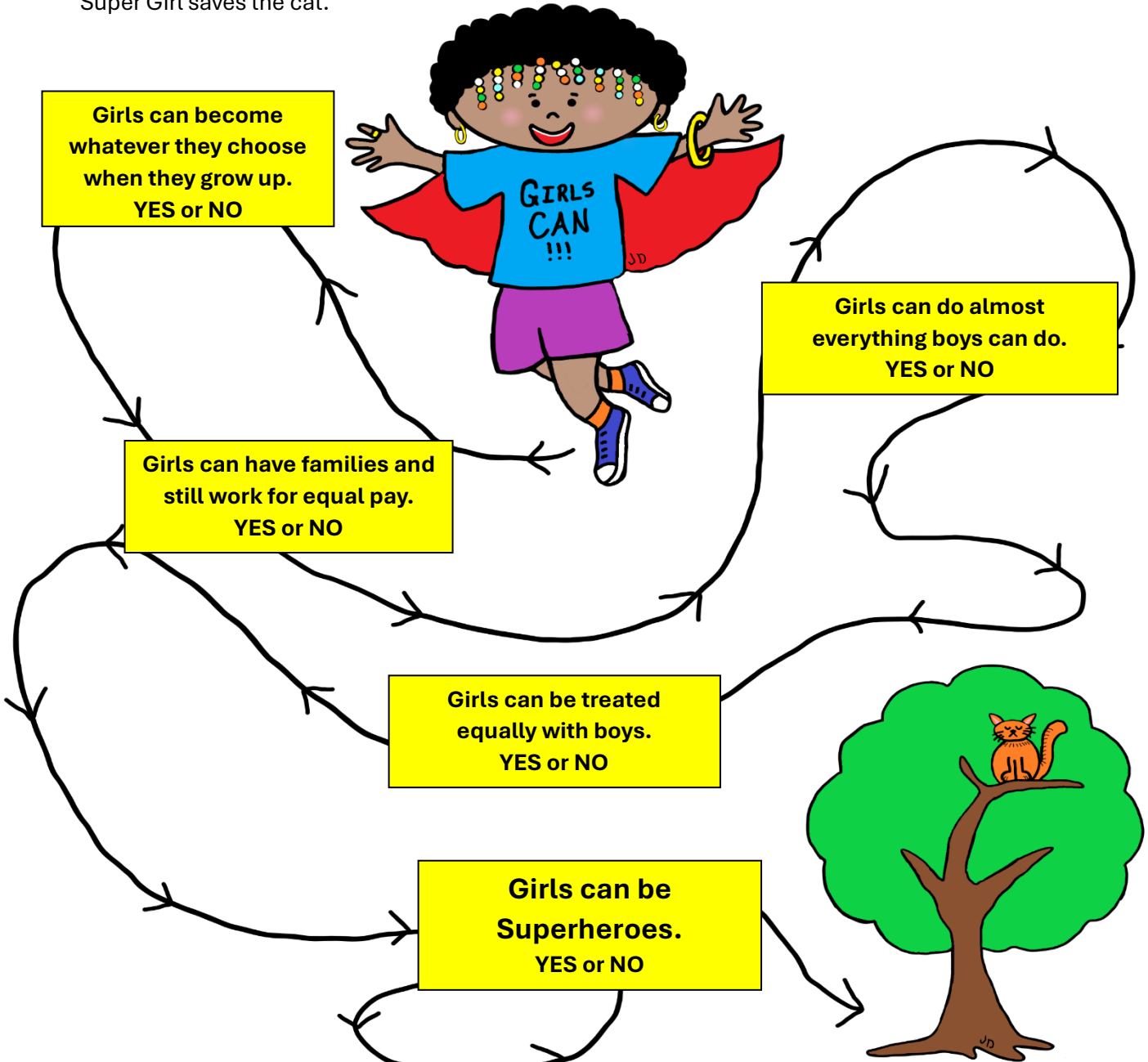
Activity-

Give each student the 'Girls Can' Worksheet, a pencil and crayons.

Give the students time to answer the questions and draw a happy cat.

GLOBAL GOAL 5 WORKSHEET-GIRLS CAN!

Oh, no! The cat is stuck in the tree! Help Super Girl rescue the cat by following the line and answering the questions along the way. Circle the answer. Add up the yeses, If you get 5 yeses, Super Girl saves the cat.



Did you answer the questions "Yes" to help Super Girl rescue the cat? Draw a picture of a happy cat.



GLOBAL GOAL 6- CLEAN WATER AND SANITATION

(Can be customized to fit your class's grade and abilities.)

Justification- One in three people live without sanitation. Lack of sanitation is one cause of disease and death. Although huge strides have been made with access to clean drinking water, lack of sanitation is undermining these advances. Affordable equipment and education in hygiene practices can make a positive impact in the fight against disease due to poor sanitation. (See Global Goals 6:<https://www.globalgoals.org/goals/6-clean-water-and-sanitation/>)

Concepts for Discussion

Biology

Thirst

Doing without

Global Citizenship

30 Minute Lesson

Teacher: "Let's find out what one African child has to do to get water for her family. Let's read "The Water Princess."

Read "The Water Princess" by Susan Verde (Author), Georgie Badiel (Author), Peter H. Reynolds (Illustrator)

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=UeFl7Y9QtK4>

Teacher-lead Discussion

Teacher has two glasses of tap water. Teacher adds one teaspoon of dirt to one glass. Compare the two glasses of water. Ask, "Which glass of water would you drink? We have safe water to drink that comes out of the faucet. What do people do that don't have access to clean water?"

Follow up Questions-

Where did the little girl in the story live? What did she have to do every day with her mother? When Princess Gigi and her mother got home, the water was still brown and dirty. What did her mother have to do to make the water safe to drink?

Activity-

Give each child the 'WATER WARS' Worksheet. Complete individually or as a class.

GLOBAL GOAL 6 WORKSHEET- WATER WARS

Water is SO Important! You use water every day. The World uses A Lot of water every day. Let's conserve our precious resource.

1. WATER USE

Put a #1 next to each activity you or someone in your family does every day or sometimes. Add up your score.

- _____ Brush your teeth.
- _____ Wash your hands for 20 seconds with soap.
- _____ Take a shower or bath.
- _____ Wash dishes by hand
- _____ Water the flowers/yard.
- _____ Wash clothes in a washing machine
- _____ Cook or boil food.
- _____ Drink
- _____ Bath the dog or pet
- _____ Make ice in the freezer
- _____ TOTAL

2. WATER CONSERVATION METHODS

Put a #2 next to each activity you or someone in your family does every day or sometimes Add up your score.

- _____ Turn off the water when you're brushing your teeth.
- _____ Turn off the water as you count to 20 when washing your hands.
- _____ Take a 3 minute or less shower or fill the tub 3 inches.
- _____ Use a water conserving dishwasher
- _____ Wash one large load of clothes instead of several small loads
- _____ Water the lawn or flowers in the evening to prevent evaporation
- _____ Catch rainwater in a barrel to use when watering the lawn or flowers
- _____ TOTAL

3. WIN THE FIGHT TO CONSERVE WATER

Subtract your total WATER USE from the total WATER CONSERVATION METHODS. If you get a positive number, then you are conserving water. If you get a negative number, you may need to work harder to conserve water.

_____ WATER CONSERVATION

_____ (-)WATER USE

_____ =TOTAL

WATER WARS SCALE	
EXCELLENT	4
VERY GOOD	3
TRYING	2 or 1
NEED TO WORK HARDER	0-or Less (Negative Numbers)



GLOBAL GOAL 7- AFFORDABLE and CLEAN ENERGY

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

Renewable energy solutions are becoming cheaper, more reliable and more efficient every day. Fossil fuels (petroleum and gas) are not renewable energy sources and reliance on them is unsustainable.

Implementing new energy solutions as fast as possible can counter climate change. (See Global Goals 7:<https://www.globalgoals.org/goals/7-affordable-and-clean-energy/>)

Concepts for Discussion

Different forms of energy

How energy sources work together to power cities

30 Minute Lesson

Read – George's Energy Adventure

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=2lTY9vLhliM>

Questions About the Story

How many forms of energy were talked about in the story?

What happened when the sun went to sleep?

What happened when there was no wind between the tall buildings?

Why did Coal and Gas have to keep eating?

Why was the nuclear power plant outside the city?

Which energy source was the best, or is there one better than another?

Teacher led discussion

Talk about the energy forms discussed in the story. Talk about 'renewable' versus 'unrenewable.'

Talk about how energy is used all the time and what would happen without power.

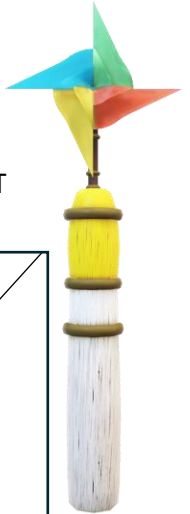
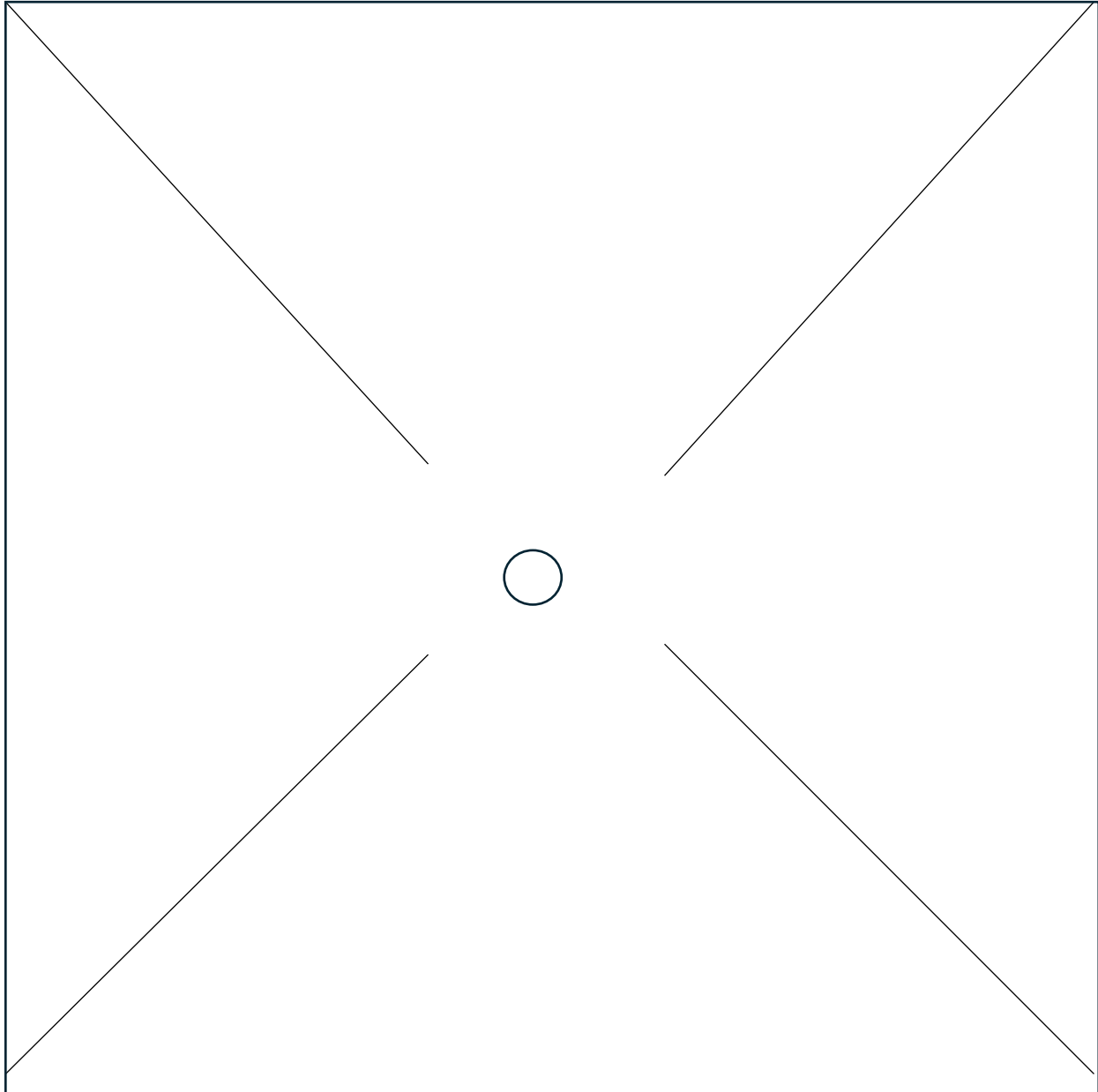
Activity-

Give each child the 'Make a Pinwheel' Worksheet, scissors and crayons. The teacher helps students with pencils and thumbtacks.

GLOBAL GOAL 7 WORKSHEET- MAKE A PINWHEEL

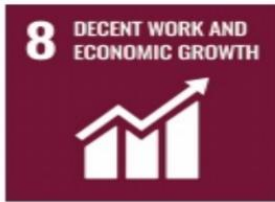
TO MAKE THE PINWHEEL

Cut out the square and cut through the lines without cutting into the circle. Color the square front and back. Get a pencil with an eraser and a thumb tack. Bend the RIGHT edges of the four cut sides and secure onto the pencil eraser with the thumb tack.



MAKE SOME OBSERVATIONS

1. Blow on the pinwheel from the side. How does the pinwheel move
2. Blow on the pinwheel the top. How does the pinwheel move?
3. Put a sheet of paper in front of the pinwheel. Can you make the pinwheel move if you blow on the sheet of paper?
4. Why would wind power work better in the country than the city?



GLOBAL GOAL 8- DECENT WORK and ECONOMIC GROWTH

(This lesson plan can be customized to your student's/class's grade level and abilities.)

Justification

Economic growth can be a positive force for the whole planet. Financial progress creates decent and fulfilling jobs. Protecting labor rights and stopping modern slavery and child labor can be accomplished globally. (See Global Goals 8: <https://www.globalgoals.org/goals/8-decent-work-and-economic-growth/>)

Concepts for Discussion

Money

Responsible Economics

30 Minute Lesson

Read – *The Berenstain Bears' Trouble with Money*, by Stan and Jan Berenstain

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=e2ABEKijz7o>

Questions About the Story

1. What was the problem in the story?
2. What did Mama Bear suggest Mama and Papa do to help the kids learn how to spend and save money responsibly?
3. Name three ways Brother and Sister Bear earned money.
4. When Papa Bear called the kids “spendthrift’s” what did he mean?
5. When Papa Bear called the kids “miser’s” what did he mean?
6. What do you think a “nest egg” is?

Teacher led discussion

Talk about pennies, nickels, dimes, quarters, and paper money. Talk about the meanings of value and worth. On the board, make a graph comparing 100 pennies to \$1. Count out 100 pennies in front of you. Hold up a one-dollar bill. Ask students if the one-dollar bill is more, less, or the same as the 100 pennies. You'll be surprised at the answers!

Activity-

Give each child the “The Money Game” Worksheet and a pencil. Some educators may choose to do this worksheet as a class.

GLOBAL GOAL 8 WORKSHEET -THE MONEY GAME

Pretend you are grown up and have a job. You make \$10 an hour. Write down the number of hours you will have to work to pay for the things below.

A PS2 costs \$200. How many hours do you have to work to buy a PS2 (game console)? _____

A pack of batteries to run your PS2 remote costs \$20. How many hours do you have to work to buy a pack of batteries? _____

A month of electricity to power your PS2, the lights, the refrigerator, and everything in your house costs \$400. How many hours do you have to work to pay the electricity bill? _____

You want to take a vacation to the beach this weekend. You have to pay for the hotel and the food and your new boogie board. It will cost you \$1000. How many hours will you have to work to pay for your vacation? _____

Add up the hours you had to work. _____

Imagine if you only made \$5 an hour. How many hours would you have to work to buy the same things? _____

Imagine if you made \$50 an hour. How many hours would you have to work to buy the same things? _____

Would you rather have a job that pays \$5 an hour or \$50 an hour? Why?

Draw a picture of what you want to be when you grow up.



GLOBAL GOAL 9- INDUSTRY, INNOVATION, and INFRASTRUCTURE

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

A functioning and resilient infrastructure is the foundation of every successful community. Promotion of innovative sustainable technologies and insurance of equal and universal access to information and financial markets brings prosperity and job creation. (See Global Goals

9:<https://www.globalgoals.org/goals/9-industry-innovation-and-infrastructure/>)

Concepts for Discussion

Different types of jobs

30 Minute Lesson

Read – *What Should I Do When I'm Grownup Like You* by Adam Deveau

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=yCS-3f2MrDQ>

Questions About the Story

1. What are some of the jobs that Pup thought he would like?
2. Why couldn't he decide what to be?
3. What did Papa tell the pup he should do right now?
4. What do you want to be?

Teacher led discussion

Have the students name different types of jobs. Make a list on the board. Talk about what you might need to have that career. Talk about how each of those jobs is important to the community to keep it running smoothly.

Activity-

Give each child the "Community Jobs" Worksheet, pencil, and crayons.

GLOBAL GOAL 9 WORKSHEET- WHAT TOOLS DO I NEED?

What tools does each community job need?

Firefighter _____

Doctor _____

Garbage truck driver _____

Teacher _____

Scientist _____

Cashier _____

Flight Attendant _____

Pilot _____

Sargeant _____

Cook _____

Pick one of the Community Jobs listed above. Draw a picture of someone doing that job and the tools they need.



GLOBAL GOAL 10- REDUCED INEQUALITIES

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

Flourishing nations work hard to provide services to everyone – regardless of gender, race, religious beliefs or economic status. When every individual is self-sufficient, the entire world prospers. (See Global Goals 10: <https://www.globalgoals.org/goals/10-reduced-inequalities/>)

Concepts for Discussion

Social Discrimination

Diversity

Equality

Compassion and Empathy

30 Minute Lesson

Read – *DIFFERENT: A Great Thing to Be*, by Heather Avis and Sarah Mensinga

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=AZa4ZcwbH5E>

Questions About the Story

1. Did Macy have trouble making friends? Why?
2. Just because Macy was 'different,' does that mean she wouldn't be a good friend?
3. When the other kids got to Macy did they treat her as a friend? How could you tell?

Teacher led discussion

Talk about the ways we judge people as 'different.' Write them on the board. (Race, Religion, Gender, Economic Status, Ability/disability, where they came from). Talk about kindness. Write the students' suggestions about how to be kind on the Board. Talk about how all people deserve to be treated with the same kindness.

Activity-

Give each child the "Sharing is Kindness" Worksheet and crayons.

GLOBAL GOAL 10 WORKSHEET- SHARING IS KINDNESS

Write a complete sentence about how you can share each of these things.

Can you teach someone something? Sharing your experience.

Can you listen to someone? Sharing your attention.

Can you be patient? Sharing your time.

Do you have old clothes you've outgrown or books and toys you don't play with anymore? Sharing your possessions.

Do you know someone who is sad? Sometimes all they need is a smile. Sharing your smile.



GLOBAL GOAL 11- SUSTAINABLE CITIES and COMMUNITIES

(This lesson can be customized to fit your class's grade and abilities.)

Justification

The world's population is constantly increasing. Most of the world's population lives in cities. Intelligent urban planning that creates safe, affordable and resilient cities with green and culturally inspiring living conditions is a must. (See Global Goals 11: <https://www.globalgoals.org/goals/11-sustainable-cities-and-communities/>)

Concepts for Discussion

What is a Community

Things Communities provide- Safe water to drink, food, houses, schools

Living in a Community

Global Citizenship

30 Minute Lesson

Read "Wake Up City" by Erica Silverman

YouTube Video-

<https://www.youtube.com/watch?v=EfnI9lpS7u8>

Activity-

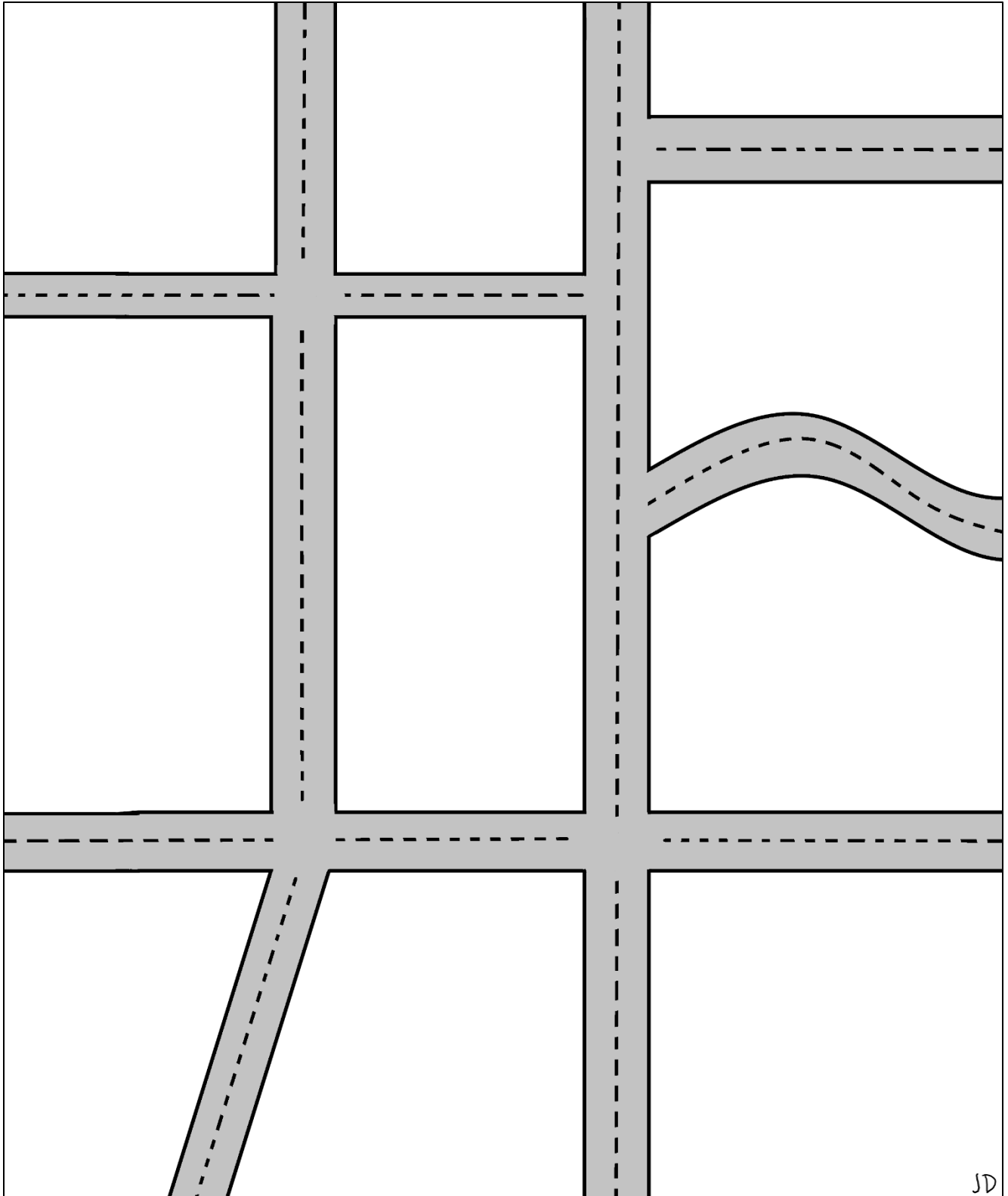
Discuss the story and the place the little girl and her dad passed as they went to the school building. Discuss how the neighborhood that you live in is often called a community. The teacher makes a list on the board of the important parts of their community that the students suggest.

Give each child the 'Building My Community' Worksheet and crayons.

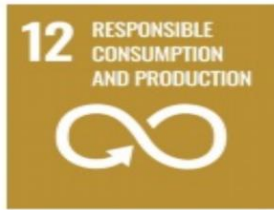
Give the students time to draw the places/buildings on the map.

GLOBAL GOAL 11 WORKSHEET- BUILDING MY COMMUNITY

Make up your own community! Draw the buildings you want in your community on the map. Color your picture.



JD



GLOBAL GOAL 12- RESPONSIBLE CONSUMPTION AND PRODUCTION

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

Our planet has an abundance of natural resources. Learning how to use and produce in sustainable ways will help the planet and the human population. (See Global Goals

12:<https://www.globalgoals.org/goals/12-responsible-consumption-and-production/>)

Concepts for Discussion

Sustainable farming

Trying new foods

30 Minute Lesson

Read *Oliver's Fruit Salad* by Vivian French and Alison Bartlett

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=nsS8Mmy2g24>

Questions About the Story

1. Why wouldn't Oliver eat the fruit when his mother gave it to him?
2. Why would he eat the fruit salad?

Teacher led discussion

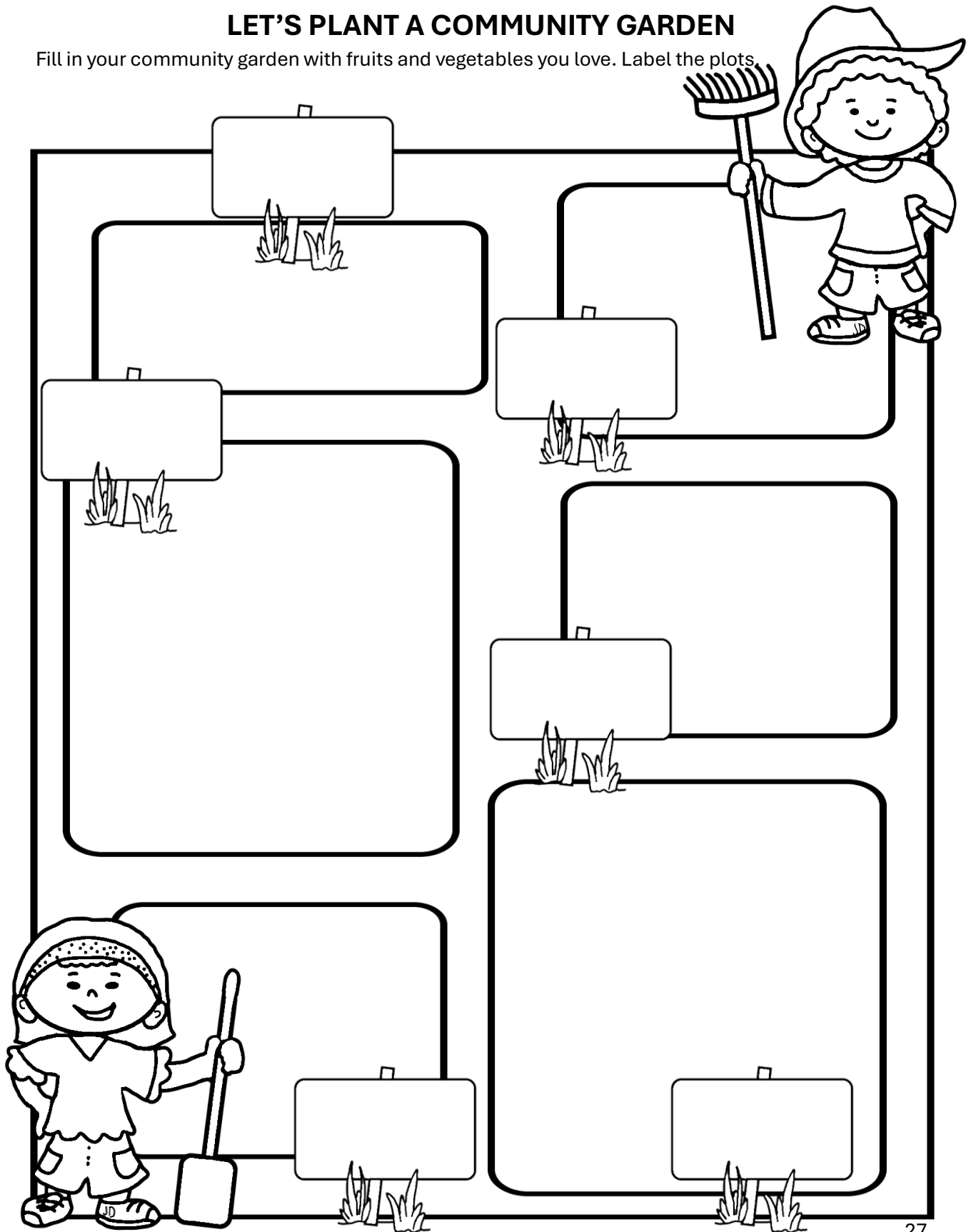
Teacher asks students what is needed to grow healthy food. (Water, rich soil, sunshine, etc) Ask students to name healthy foods and write them on the board.

Activity-

Give each child the 'Let's Plant a Community Garden' Worksheet and crayons.

GLOBAL GOAL 12 WORKSHEET- LET'S PLANT A COMMUNITY GARDEN

Fill in your community garden with fruits and vegetables you love. Label the plots.





GLOBAL GOAL 13- CLIMATE ACTION

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

Climate change is a threat to the human population. The effects can be mitigated with appropriate action. Through education, innovation and adherence to our climate commitments, we can make the necessary changes to protect the planet. Bonus! These changes also provide huge opportunities to modernize our infrastructure which will create new jobs and promote greater prosperity across the globe. (See Global Goals 13:<https://www.globalgoals.org/goals/13-climate-action/>)

Concepts for Discussion

Individual conservation techniques

Global conservation techniques

30 Minute Lesson

Read *I CAN SAVE THE EARTH* by Alison Inches and Viviana Garofoli

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=2Mkwhe6LOBo>

Questions About the Story

1. What did Max do at the beginning of the story that he no longer did at the end? (Left the lights on, clogged the toilet, etc.)
2. What are the three Rs that Max now does? (Reduce, Reuse, Recycle)
3. Why is Max called a little 'GREEN' monster now?
4. What does Max do now? (Turn off the lights, use the right amount of toilet paper, etc.) Do you think Max's new behaviors will help change the world?

Teacher led discussion

Make a list on the board of things Max did to help conserve the Earth. Talk about how one person may not be able to make a big difference but by working together, a whole bunch of people can make an impact. Show the students a bag of dice. Take one die and look at it. Count the dots and roll it. Tell them that each dot represents a person. Ask the students if they think one, two, three, or even six people recycling will make a difference. Roll two dice and add the dots. Continue until you've used all the dice. Reinforce that the more people doing a thing will make an impact.

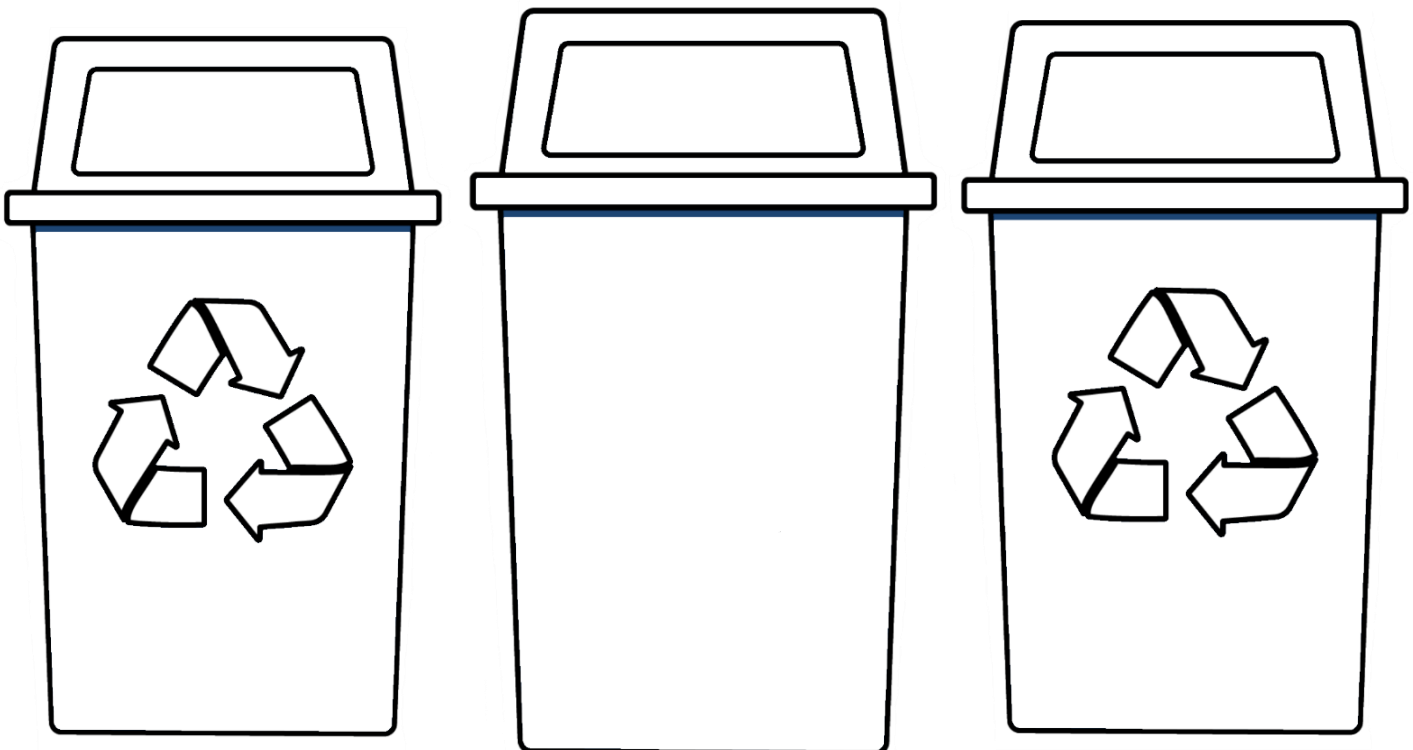
Activity-

Give each child the "Every Day is Earth Day" Worksheet, pencil, and crayons.

GLOBAL GOAL 13 WORKSHEET- EVERY DAY IS EARTH DAY

Help put the trash and recyclables in the correct containers. Draw a line from the object to the correct recycling or garbage can.

Old computer	Eggshells	Magazine
Banana peel	Leaves	Bent Sunglasses
Empty soda can	Mail advertisements	Pizza Box
Milk Carton	Pickle Jar	Take out Food Container

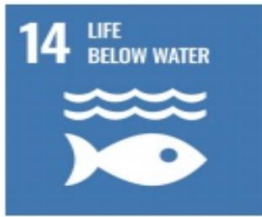


PAPER

TRASH

PLASTIC

COMPOST



GLOBAL GOAL 14- LIFE BELOW WATER

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

Healthy oceans and seas are essential to our existence. They cover 70 percent of our planet and we rely on them for food, energy and water. Changes can be made to protect them by eliminating pollution and overfishing, and responsibly managing and protecting all marine life around the world. (See Global Goals 14: <https://www.globalgoals.org/goals/14-life-below-water/>)

Concepts for Discussion

Reduce, Reuse, and Recycle

The Importance of Keeping Oceans Clean

30 Minute Lesson

Read - *Ocean Soup: A Recipe for You, Me, and a Cleaner Sea*, by Meeg Pincus, illustrated by Lucy Semple.

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=3EtuFD-i5TA>

Questions About the Story

1. What happens to our garbage when the landfills are full?
2. What is a "gyre" and what happens to the garbage in a gyre?
3. What is the biggest form of garbage in Ocean Soup? (Plastic)
4. What can you do to reduce your use of plastic?

Teacher led discussion

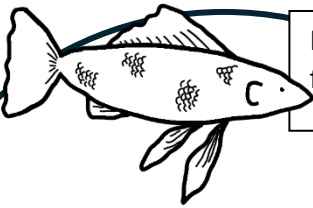
Talk about the warming ocean water and how it is upsetting the balance of nature. Talk about ways to stop polluting. Ask, "What is marine life? What do fish need to live?" Ask, "Who likes to eat fish?" Talk about how fish is a good source of protein and a healthy food. Ask what would happen if too many fish were caught by fishermen and there weren't enough fish to eat. Talk about sustainable fish farming called "aquaculture." Talk about the warming ocean water and how it is upsetting the balance of nature.

Activity-

Give each child the 'Let's Be Fish Farmers!' Worksheet and crayons.

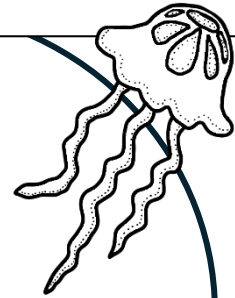
GLOBAL GOAL 14 WORKSHEET-LET'S BE FISH FARMERS!

Instead of a farmer raising cows and chickens, pretend you are a fish farmer. Giant nets are set up in the ocean and fish are raised in the nets. When the fish are big enough, they are caught and sent to stores and restaurants. This helps save the wild fish from being overfished. Follow the directions for each fishery.



In this net, draw 3 yellow fish, 3 red fish, and 3 blue fish.

In this net, draw 3 green jellyfish, 2 orange jellyfish, and 2 black jellyfish.



In this net, draw 2 blue eels, 3 pink eels, and 3 brown eels.

In this net, draw 7 fish of your choice and colors.



GLOBAL GOAL 15- LIFE ON THE LAND

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

A flourishing life on land is the foundation for our life on this planet. We are all part of the planet's ecosystem. Promoting a sustainable use of our ecosystems and preserving biodiversity is key to our planetary survival. (See Global Goals 15: <https://www.globalgoals.org/goals/15-life-on-land/>)

Concepts for Discussion

Meaning of flora and fauna
What are habitats
Preservation of habitats

30 Minute Lesson

Read - *Town Mouse Country Mouse*, by Jan Brett

Free YouTube Video- (10:01 minutes) https://www.youtube.com/watch?v=p_Ceo0YOqDk&t=1s

Questions About the Story

Where did the city mice want to live?
Where did the country mice want to live?
Why didn't their dreams come true?
Why did they each go back to their own homes?

Teacher led discussion

Talk about animal habitats. Discuss what animals need to live in their habitats (food, safety, a place to sleep, air and water.) Use the board or a large sheet of paper to list places where animals live (swamps, forests, deserts, mountains, oceans, and cities). Next to the habitats, ask students to list animals that live in those habitats. Specifically target the habitats listed on the worksheet, but you can also discuss other habitats like swamps, rainforests, and ponds.

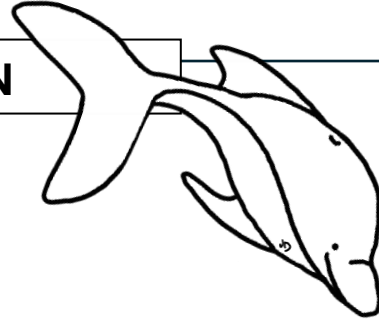
Activity-

Give each child the 'Where Do I Live?' Worksheet and crayons. Give the students time to draw and color animals in their habitats.

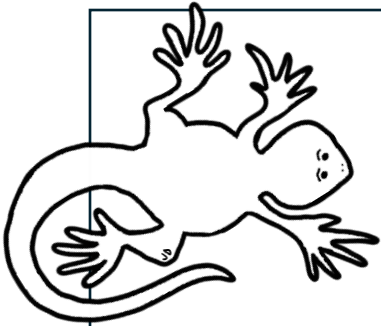
GLOBAL GOAL 15 WORKSHEET-WHERE DO I LIVE?

Four different habitats are listed below. Draw and color three or more animals that live in each habitat.

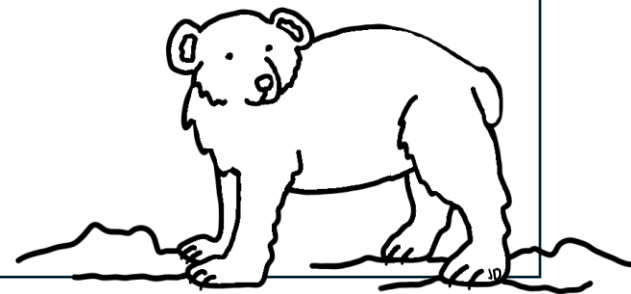
OCEAN



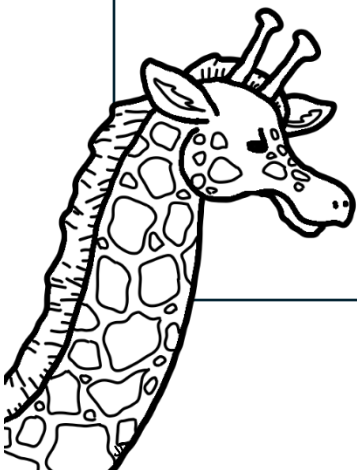
DESERT



ARCTIC



SAVANNAH





GLOBAL GOAL 16- PEACE, JUSTICE, and STRONG INSTITUTIONS

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

Compassion and a strong moral compass is essential to every democratic society. Ensuring strong institutions, global standards of justice, and a commitment to peace are methods to assure peace and prosperity. (See Global Goals 16: <https://www.globalgoals.org/goals/16-peace-justice-and-strong-institutions/>)

Concepts for Discussion

30 Minute Lesson

Read – Fair is Fair by Sonny Varela

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=kVqZzLN9eQU>

Questions About the Story

1. Why didn't the animals think Zookeeper loved them?
2. What happened when they split the food evenly between the three animals?
3. Was spitting the food fair to Hair? Giraffe? Elephant?
4. How did Zookeeper explain fairness? (*Fairness isn't everyone getting the exact same. Fairness is everyone getting what they need.*)
5. Do you agree?

Teacher led discussion

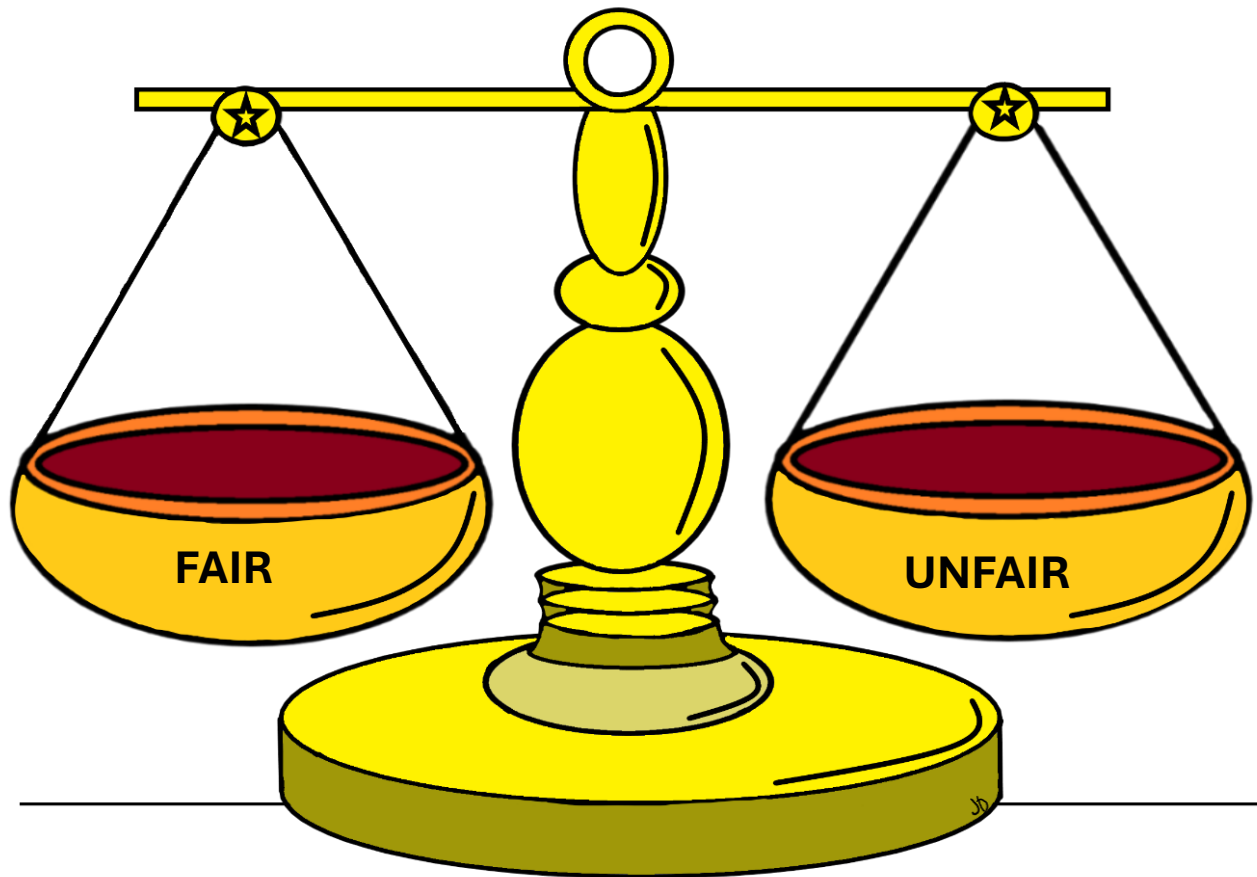
Make two columns on the board. Have students suggest ways that they can act fairly. Have them suggest ways that they may be unfair. Write them on the board under the columns. (Use the list on the worksheet as a prompt.) Label a two-sided scale "Fair" and "Unfair." With coins, put a coin on the scale for each thing written on the board. Hopefully the "Fair" side will outweigh the "Unfair" side. If it doesn't, you may feel you need to work with the students to become more fair.

Activity-

Give each child the "Scales of Justice" Worksheet and let them fill it out. Have a discussion afterwards about how best to be fair.

GLOBAL GOAL 16 WORKSHEET- SCALES OF JUSTICE

Write the numbers of the statements below on the correct scales.



1. Treating everyone the same	2. Changing the rules in the middle of a game so you can win
3. Sharing	4. Standing up for what's right (But don't put yourself in danger)
5. Cheating and lying	6. Yelling because someone is slow
7. Being honest, even when you make a mistake	8. Blaming your mistake on someone else
9. Shaking hands when the other team wins	10. Giving extra time to those who are slower
11. Letting the new kid play, too	12. Not letting someone play with your group because they look different



GLOBAL GOAL 17- PARTNERSHIPS FOR THE GOALS

(This lesson plan can be customized to your class's grade level and abilities.)

Justification

By working together, we can meet the Global Goals International investments. Support is needed to ensure innovative technological development, fair trade and market access, especially for developing countries. Through supportive, empathetic, inventive, passionate, and cooperative endeavors, we can help make the Global Goals a reality. (See Global Goals 17: <https://www.globalgoals.org/goals/17-partnerships-for-the-goals/>)

Concepts for Discussion

30 Minute Lesson

Read - *What Does It Mean to be Global* by Rana Diorio and illustrated by Chris Hill

There is a free YouTube video of the story at <https://www.youtube.com/watch?v=sR6sHKVZ5g8>

Questions About the Story

What does 'global' mean?

What does it mean to be a 'global citizen'?

Teacher led discussion

Lead a discussion on how to be a good global citizen. Have a picture of the UN Sustainable Development Goals on the board. Go over all the ones you have studied.

Activity-

Give each child the 'UN GLOBAL GOALS' Worksheet, a clean sheet of paper, scissors, and glue.

GLOBAL GOAL 17 WORKSHEET- THE UN GLOBAL GOALS

Get a clean sheet of paper. Cut out the UN Global Goals and glue them back in order 1-17.



LESSON PLAN 18-THE GLOBAL GOALS TREASURE HUNT

by Sue Blythe, Climate Collaboratory

(This lesson plan can be customized to your class's grade level and abilities.)

Justification – In 2015, 193 countries of the United Nations agreed to meet the Sustainable Development Goals by 2030. The Global Goals Treasure Hunt is a serious game for the human family. It's a race against time! Children can help their families to be aware of and involved in winning the Global Goals in their own homes, schools, and communities.

Concepts for Discussion

United Nations

Collaboration on a common goal

Thinking globally, acting locally

30 Minute Lesson

Read Online- The Lazy Person's Guide to Saving the World – See examples of actions you can take. <https://www.un.org/sustainabledevelopment/takeaction/>

Videos for different ages:

- For younger kids. This is a conceptual view of the Goals.
The World's Largest Lesson | Global Goals <https://www.youtube.com/watch?v=cBxN9E5f7pc>
- For older kids and families.
 - What are SDGs? <https://www.youtube.com/watch?v=7dzFbP2AgFo>
 - 'We the People' for The Global Goals <https://www.youtube.com/watch?v=RpqVmvMCmp0>

Suggested Questions

1. What are the Global Goals (SDGs)?
2. When does the UN want us to win the Global Goals?
3. What can we do at home to help win the Global Goals?

Teacher Led Discussion

Scientists tell us that we need to make changes in the next few years by 2030 if we want to have a healthy world for all living things in the future. Talk about the importance of setting goals to work toward together. Having a deadline helps to make it feel more urgent and important.

Activity Worksheet– Global Goals Treasure Hunt

The Global Goals Treasure Hunt is a serious game for the human family. If everyone does something for at least one Goal, we can win all 17 Global Goals by 2030. Find examples of stories, songs, books, movies, and games to help win the Global Goals and submit them on this Form.

THE GLOBAL GOALS TREASURE HUNT-WORKSHEET 18

We'll need lots of help to win the Global Goals! Watch this 3-minute video. The Alvarez family invites you to find ways that people bring the Goals to life in their homes, schools,, and communities.

Blueprint for a world House- <https://www.youtube.com/watch?v=LDQwVuyOH->

You can ask family and friends to help you find stories, songs, books, movies and games for any of these Goals.

See how many you can find and submit them on the FORM below.

Submit your answers on this FORM-

https://docs.google.com/forms/d/e/1FAIpQLScZWQjad3hMEuVyp2goeBt77UGOVmVnk3PHKcRI6C2BWa445A/viewform?usp=sf_link





The
**GLOBAL
CITIZEN**
AWARD

Is Presented To

For Completion of
The United Nations Sustainable Development Goals
Lesson Plans



ABOUT THE AUTHOR/EDUCATOR

Jenny Dearinger has a love of education, children's books, art, and the environment. She is the author/illustrator of several children's books that teach and entertain. Jenny developed these lesson plans to help Sue Blythe of the Climate Collaboratory teach students how to become Global Citizens. These lesson plans are designed for children, ages four through 11 (PreK- 5th Grade). The lesson plans provide fellow educators with some tools to help the next generation develop a sense of belonging to not only their community but to the world. She hopes that through development of emotional skills like compassion and empathy, students who practice these lessons will feel a responsibility to help those in less fortunate circumstances achieve sustainable lifestyles, just as the United Nations Global Sustainable Development Goals are trying to do. Jenny gives permission to all educators and institutions to use her lesson plans, worksheets and art.

Jenny Dearinger

**UNITED NATIONS GLOBAL SUSTAINABLE DEVELOPMENT GOALS
for 2030
30-Minute LESSON PLANS for
ELEMENTARY EDUCATION**

Educators everywhere can use the UN GLOBAL GOALS Lesson Plans as part of Social Studies and English Language Arts to educate students on what it means to be a Global Citizen.

Designed for Elementary grades PreK-5, these plans can be modified to fit your students' needs. Seventeen lessons follow the 17 UNITED NATIONS Sustainable Development Goals. Each is accompanied by a worksheet supporting the lesson. An 18th Bonus Lesson ties all the goals together in the Global Goals Treasure Hunt. Give your students a Certificate (included) acknowledging their Global Citizenship success!

Jenny is enthusiastic about the GLOBAL GOALS lesson Plans and hopes all students in public or private schools, or homeschooled, enjoy the books, teacher-led discussions, and activities laid out within this book.

Forward by Sue Blythe of the Climate Collaboratory.