

# Session 1: Exploring our communities and the world: Identifying challenges and finding solutions

**Age 9-11**

**Time: 1 hour 30 mins**

<p><b>Outline</b></p> <p>This session encourages students to reflect on various challenges facing their communities and the world, and think from the perspective of others. It introduces them to the new UN Sustainable Development Goals, and the part everyone has to play in achieving these.</p>	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To explore some of the challenges facing students' communities, and the world.</li> <li>• To introduce the new Global Goals, and what the global community is trying to achieve with these goals.</li> <li>• To introduce the idea that by working together, positive change is possible.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Students will have a better understanding of global challenges and what life is like for people facing these challenges.</li> <li>• Students will recognise the importance of working together to find solutions, and that everyone has a role to play.</li> </ul>
<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Watch introduction to the Global Goals animation film, and load ready to use.</li> <li>• Watch Barefoot film, and make sure this is loaded ready to use.</li> <li>• Prepare puzzles for "Working together to solve problems" activity. Print out slides 6 – 11, stick them on to cardboard and cut in to puzzle pieces. Print one puzzle per student.</li> <li>• Ensure you have flipchart paper for the "what is our vision for the world?" activity.</li> </ul>	

## Getting started (10 mins)

Ask students the following introductory question: “What are some of the biggest challenges faced by people today?”. Encourage students to think about what is happening in their communities, across the country, and around the world, thinking from the perspective of others. You could use the following prompt questions: *Do you notice litter, or pollution in your local area? Do you think everyone has the same opportunity to go to school or college? Do you think our towns and cities are as clean as they could be?*

Have students work in pairs to identify the biggest challenges, and be ready to share what they discuss. Take suggestions from the group. What were the most common challenges identified?

## Learning activity (10 mins)

### *Introducing the Global Goals*

Displaying the Global Goals graphic (slide 3), introduce students to the new UN Sustainable Development Goals. Have students heard about the goals? If so, what do they know about them?

Students create a KWL chart (Know, Want to know, Learned). Drawing three columns, students should write down what they already know about the goals in the first column, and what they want to know in the second. Students will complete the final column with what they have learned about the Global Goals at the end of the lesson. Reassure students that it is okay if they don't have too much to write at this stage – encourage them to guess! The point is to see what they have learned at the end.

Explain to students that in September 2015, world leaders agreed to work towards 17 global goals to end extreme poverty and build a better world by 2030. To bring the goals to life, show students the animation film which introduces these: <http://bit.ly/2cXE9JR>

What 3 ways does the film suggest that people can get involved in the goals?

Using the global goals graphic, students look back at their list of challenges and note down next to each one the number of the goal that is aimed towards improving that challenge.

## Learning activity (10 mins)

### *Hogan Lovells and the Barefoot College*

Explain to students that you are here to talk about the work your company, Hogan Lovells, is doing to help achieve the global goals. This includes a partnership with an organisation called Barefoot College, which focuses on helping women find long-term solutions to problems in their communities. These solutions are sustainable – they will last in the long term, and they won't damage our environment.

Students watch Barefoot film, part 1. As they watch the film, ask them to think about what life is like for the main character, Santosh. What do we learn about the fuel her village uses? What would life be like if the village was not able to use this fuel?

After the film, discuss students' thoughts and ideas, mentioning any points that students might not have thought of. Highlight that Santosh's village is reliant on fossil fuels, particularly kerosene. Kerosene is expensive, toxic and inefficient – this means it harms people's health, and is difficult to afford. However without it, people in the village cannot study, clean, or tend to cattle. This would

negatively impact the education and future opportunities of the villagers, as well as their health and their ability to make a living.

Explain to students that through their new partnership, Hogan Lovells and Barefoot College are empowering women like Santosh to bring positive change to their communities, so they don't have to make this difficult choice. Students will be learning more about this project in upcoming sessions!

### **Learning activity (25 mins)**

*Working together to solve problems*

*NB: This activity has been adapted from a World's Largest Lesson resource: <http://bit.ly/2huMZwv>*

For this activity you will need to prepare the same amount of puzzles as students in the group. There are six different puzzles, representing the Global Goals and their five major themes: People, Planet, Prosperity, Peace and Partnership.

Give each student a number of puzzle pieces. Pieces should be allocated so that some students have the right number of pieces to complete a puzzle, some have more than they need, while others don't have enough – don't yet reveal this to students.

Explain to students that the aim is to work as a group to complete as many of the puzzles as possible, and 'achieve' the global goals. There will be three rounds.

#### *Round 1: Students work alone to complete their puzzle (5 mins)*

Students will find that to complete their puzzle on their own is very difficult, or maybe impossible. Allow time for the students to work out that they do not all have the same number of pieces and that they may need to change the way they are working to meet their aim of completing their puzzle (including trading, working with others, and so on).

#### *Round 2: Pairs or small groups (8 mins)*

Students may decide to team up without prompting. If not, suggest that this may be a solution to completing their puzzles.

#### *Round 3: Whole class (10 mins)*

Students will find that, if they all work together as a large community, they are able to complete the puzzles and achieve all of the Global Goals.

Discuss with the group how they found the activity. What did they learn? The aim of the activity is to demonstrate that while some students have all they need, others may be lacking. It also shows that students or groups with only a few pieces are still essential to completing the puzzle – each contribution is important. The only way to complete all the puzzles is for everyone to work together.

This activity can be simplified or made more complex (e.g. printing more or less puzzles), depending on the group you are working with.

### **Learning activity (20 mins)**

*What is our vision for the world?*

Working in groups of 4, students draw a picture answering the question "what should the world be like?". Students should use only images, and no words!

Each group presents their drawing, explaining what they have drawn and why.

### **Plenary (10 mins)**

Students complete the final column of their KWL chart, writing down what they have learned about the Global Goals during this session. Students share with the group what they have learned.

Collect students' KWL charts to make copies – this will be used for evaluation.

### **Take-home task (optional)**

Students pick a global goal, and research an action happening in their community that is contributing towards one of the goals.