

Sustainable Development Goals

Through this activity, students will be able to discover the levers identified by the United Nations to promote sustainable development and respect for the environment. They will also be able to express their ideas while respecting other points of view expressed by their peers.

A few words about the activity



It was carried out by French and Romanian teachers as part of the Erasmus+ ENIEDE project co-financed by the European Union. The activity is part of an approach to discovering the theme of the United Nations Sustainable Development Goals.

Make way for creation!



GOALS

- Defining Sustainable Development Goals
- Gain a comprehensive understanding of the SDGs
- Understanding tomorrow's challenges in a responsible manner



DURATION

- 1h30 split into several sessions



MATERIAL

- For the class: on the one hand, the photos of the different SDGs without their title and on the other, the titles on individual labels.
- For each student: all the images and titles but separated for cutting and pasting, workbook or notebook sheets for pasting and writing the written record, small glossary with the definitions of the necessary key words: UN, sustainable development, etc.

Session 1

1. Brainstorming (in groups):

The activity begins with a brainstorming session, starting with the song "Imagine" in video clip, lyrics and French translation, sung by Shakira, United Nations ambassador in 2015. Students are asked what catches their attention in the lyrics of the song.

2. Discovery of the Sustainable Development Goals (group):

Each group is given 2 or 3 illustrations of the SDGs without the titles.

Question for the children: Do they find a relationship between the illustrations received and the verses of the song? The students agree on a description of the illustrations to be given to their peers.

3. Creating a poster:

Each group prepares a poster on which the illustrations and three key words will be stuck to present each of the objectives.

If necessary, guide students in their analysis of the images to enable them to identify the theme of the illustration.

For example, for objective 6, highlight the presence of water in the photo; for objective 8, highlight the presence of a young woman working rather than the presence of plants.



4. Presentation of images (group):

Presentation of the images and their analysis by each group.

The posters are then available in the classroom until the next session.

Session 2



1. Putting into action (collectively):

The teacher invites the class to come and sit near the posters and a student rereads the descriptions. The goal is to get them to identify common points and to suggest a link between these images.

2. Link the title to the illustration:

The teacher distributes labels with the titles of the 17 SDGs. The students agree to associate each title with an illustration.

If necessary, the teacher guides the activity:

“These illustrations and their title are the Sustainable Development Goals identified by the UN. These sustainable development goals give us a path to follow to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, peace and justice. The goals are interconnected to leave no one behind.”

3. Summary of information (individual work):

The teacher distributes the 17 illustrations of the SDGs and the 17 titles, the students cut out all the elements and associate them by sticking them on a sheet.

OBJECTIFS DE DÉVELOPPEMENT DURABLE



www.un.org/sustainabledevelopment/fr/

4. Analysis of objectives:

Give students a few minutes to analyze the SDGs.

For example: why do we link gender equality to sustainable development?

Students can write down their comments in their notebook to keep track of their thoughts (to be adapted according to the groups).

5. Reflection (in group):

The teacher distributes the 17 illustrations of the SDGs and the 17 titles, the students cut out all the elements and associate them by sticking them on a sheet.

6. Institutionalization:

We have just discovered the Sustainable Development Goals proposed by the UN.

These goals, that is, things we must do, must guide us to protect the planet by taking care of its inhabitants. In these goals, we already know some, we are working on them, but others are less easy to understand or to achieve on a daily basis.

7. Keep a written record:

With the class, draw up a summary of the elements discovered during the two sessions.

Distribute the glossary associated with the session (UN, sustainable development, to be completed according to the needs of the class).

Have each student choose a theme that is particularly close to their heart on a note that will be given to the teacher (and could guide the rest of the work that will be done with the class on the SDGs).

Resources:

[Sustainable Development Goals on the official UN website](#)

[Shakira performing Imagine in 2015 at the United Nations General Assembly](#)

To go further:

Imagine the ideal world for you in drawing, collage or in a few sentences. The students' productions will be exhibited in class. This exhibition could be a starting point for disseminating the activity outside the classroom.