



*With thanks to educators
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The Global Goals Debate

Subject

Citizenship, English, Geography, Social Science, Moral Education, Ethics

Learning Outcomes

- To encourage critical debate about the Global Goals for Sustainable Development, so that young people are aware of the Goals, have critically evaluated them in their own minds and have drawn their own conclusions

Preparation

- This lesson requires students to have completed preparation in advance of the debate, for homework or in a previous lesson.
- Read both the overview and the full lesson plan.
- This lesson builds on a basic understanding of the Global Goals for Sustainable Development, allowing students to engage in a critical manner, and develop a deeper understanding. Lesson plans for introducing the Goals are available on the World's Largest Lesson website: www.globalgoals.org/worldslargestlesson/, including an introductory animation and comic.

45
mins

8-18
years

Lesson Preparation

Preparation in Advance of the Debate

- Ahead of this lesson, divide the class into the following six groups using the chart below. Each group will represent a different viewpoint on the debate. How you divide the children is up to you.

	'For' (Arguing that the Global Goals are a waste of time)	'Against' (Arguing that the Global Goals are <u>not</u> a waste of time).
LOCAL scale viewpoint	Group 1	Group 2
NATIONAL scale viewpoint	Group 3	Group 4
GLOBAL scale viewpoint	Group 5	Group 6

- Ask students to prepare the case for their argument as a group. Each group should select three speakers who will prepare to present one key point. Each student will speak for approximately 1 minute, to support their group's argument. They should seek **evidence** (data, quotations, etc.) to emphasise their point.
- The following link provides some great ideas for helping students prepare for the debate:
 - <http://noisyclassroom.com/primary/ideas/preparing-a-debate-with-a-class.html>

If you cannot access this site, you can read a version in Appendix 3.

- Print or share Appendix 1 for students to use as a guide to getting started – listing suggested arguments and links to research supporting evidence.

Classroom Preparation - Day of the Debate

- Print and display a copy of the 17 Global Goals around the classroom. If possible, print each one on A3 paper so they look like posters around the room.
- Print enough smaller copies of the Goals for partner work - 1 between 2.
- Rearrange the desks/chairs as suggested in the diagram on Step 3 (p4).

Lesson Plan Overview

45
mins

Step 1: Review the Global Goals for Sustainable Development.

Step 2: Focus on the Individual Goals. Students work in pairs to explore one specific Goal as it relates to their viewpoint.

Step 3: The Global Goals Debate. Students will share their viewpoints and listen as others do the same.

Step 4: Plenary – Where do you stand?

Step 1: Review the Global Goals for Sustainable Development

5
mins

Teacher asks several questions to quickly recap what the students already know about the Global Goals. Refer to the posters that are displayed around the classroom. The following are sample questions, however you can ask any questions that are appropriate based on what you have already taught about the Goals:

- When were the Global Goals for Sustainable Development agreed?
On 25th September 2015
- By whom?
The leaders of 193 states agreed the Goals on behalf of their citizens
- How many Goals are there?
17
- What are their main aims?
 - ✓ End poverty
 - ✓ Combat climate change
 - ✓ Fight injustice and inequality
- Each of the seventeen Goals has specific targets, when should they be achieved by?
2030

Alternatively, you can ask for students to share what they have already learned about the Goals and create a class chart to document their ideas.

Step 2: Focus on One Goal – A Partner Activity

10
mins

Pupils work in pairs to look at one of the Global Goals. Pairs should be designated as follows:

- One member from Group 1 paired with a member from Group 2.
- One member from Group 3 paired with a member from Group 4.
- One member from Group 5 paired with a member from Group 6.

Each pair is assigned a different Goal with instructions to explain the Goal in their own words and say if they think the Goal is important and why?

Note: *The teacher should circulate at this point, encouraging partners to listen to each other and respect the opposing viewpoints.*

After a brief discussion with their partner, pupils are able to feedback to the rest of the class. Teacher can ask some of the follow up questions below:

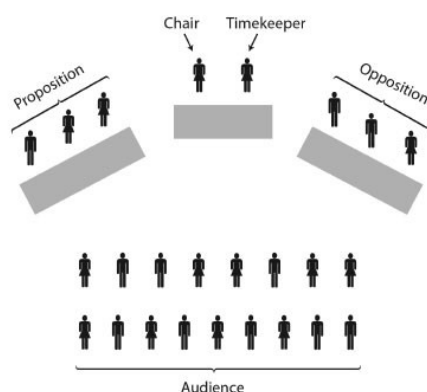
- What did you hear that was different from your own thinking?
- Can you understand why your partner thinks that?
- Can you say something that might convince your partner to change their thinking?

Step 3: The Global Goals Debate

25
mins

Setting up for the Debate

Changing the classroom setup will create a mood that today is special. The following image is one potential setup that you can use within your classroom:



Note: You may wish to have water bottles available for each of the speakers in addition to a bell for the timekeeper to alert students when to begin and when to stop speaking.

The Debate

The teacher introduces the *motion* and chairs the debate. The teacher tells the students to listen carefully to all arguments on both sides of the debate as they will be asked about their opinions later. The audience members should make notes of the points they find most convincing as they listen.

Each group in turn presents their view or gives a counter argument, beginning with the group presenting 'local – for the motion', followed by the 'local – against the motion', and so on. The timekeeper will announce when each speaker can start and stop presenting their ideas. (While a team member is not required to use all of the allocated time, speakers must stop immediately when the time runs out.)

Ideally each student is given the opportunity to speak, however for very large classes groups can nominate spokespeople. (It is recommended that each group choose 3 representatives. Each student should prepare a one-minute speech to support the group's position.)

Pupils should explain their view and support with any evidence (facts, examples, etc.). They should also be encouraged to briefly respond with a counter-argument to the previous speaker (rebuttal).

Note: For younger children this may prove a challenge. You may wish to have them simply present their findings without a rebuttal.

*To ensure active participation from all students, you may choose to call on audience members to summarise points made after each group presents.

Step 4: Where do you stand?

5
mins

This part of the lesson will allow the students the opportunity to consider what they have learned after both sides have had a chance to share their findings.

- Clear a space in the middle of the classroom. (You may use a piece of tape that runs across the room and mark the center with a red **X**.)
- Label the two sides of the room as follows: **The Global Goals are a waste of time**
The Global Goals are NOT a waste of time



- Have the students consider the ideas they heard during the debate along with all of the research and findings they discovered on their own. Ask them to choose a side and to move to that side of the room. (The further they stand from the **X**, the more strongly they feel about their decision. Those who stand on the **X** do not feel strongly one way or the other.)
- After a minute, call on one or two students from both sides of the room and allow them the opportunity to share how/why they made their decision. Encourage the students to use the notes they took during the debate to support their thinking.
- Call on someone standing on the **X** and give him/her the chance to share his/her thinking. Ask the other students to try and convince them to move to one side or the other: What can you say to them to make them change their mind?
Note: If there are no children standing on the **X** you may skip this step.

Plenary Alternatives

- Test students' attention to the full debate by asking them to summarise the case from the opposite side of the debate.
- Ask students to pick the three strongest arguments they have heard for both sides of the debate.

THE GLOBAL GOALS

For Sustainable Development



"The Global Goals are a waste of time"

For (Agree)	Against (Disagree)
The Goals are very ambitious. Can they really be achieved by 2030?	The Goals are very ambitious, does it matter if they are actually achieved by 2030 or not?
There were only 8 MDGs (Millennium Development Goals), why do some people say this was better than the number of Goals in the new Global Goals for Sustainable Development agenda?	There were only 8 MDGs but now there are significantly more (17) new Global Goals. Why did some people criticise the MDGs for only having 8 Goals? Why might 17 Goals be better? http://www.undp.org/content/undp/en/home/sdgoverview/
Although citizens around the world contributed to the Goals, some people argue they don't have much say in whether Government's now implement them, is this a problem?	The Goals are designed by asking people from every country what mattered to them the most. How is this different to the MDGs? Why might this be better? http://data.myworld2015.org
The 17 Goals still miss out key issues – what will the consequences of this be? Can you find examples that have been criticised? https://www.devex.com/news/what-works-and-what-s-missing-in-the-new-global-goals-87155	There are 17 Goals. Why is it useful to group issues in this way? Why do Goals matter at all? https://www.project-syndicate.org/commentary/sustainable-development-goals-shift-by-jeffrey-d-sachs-2015-03
193 states had to agree on these Goals and the sustainable development agenda, what are the potential problems with putting these Goals into action? http://www.cfr.org/global-governance/sustainable-development-goals/p37051	It is an incredible achievement that 193 countries have agreed on one set of Goals. Why is this so important? http://www.un.org/sustainabledevelopment/blog/2015/09/historic-new-sustainable-development-agenda-unanimously-adopted-by-193-un-members/
Lots of organisations are already working on the issues, do we need the Goals or are they a distraction? http://www.economist.com/news/leaders/21647286-proposed-sustainable-development-goals-would-be-worse-useless-169-commandments	More education is needed on the issues the Goals tackle – how might the Global Goals help raise awareness of these issues? www.globalgoals.org
The Goals try to tackle so many issues, does this make them impossible to achieve? https://www.theguardian.com/global-development/2015/jul/07/sustainable-development-goals-will-be-hard-sell-for-united-nations	With so many big problems in the world, they can seem overwhelming and impossible to achieve. Why does it help us to break them down into 17 different issues?
The Goals will be expensive to achieve, requiring lots of meetings and forums. Are these a waste of money? https://www.odi.org/events/4089-financing-sustainable-development	The Goals have brought global attention to lots of issues and organisations working to help make a positive change. Why is publicity so important for the Global Goals campaign? http://www.globalgoals.org/

<p>Some people would argue that it's impossible to achieve all the Goals equally, is this an issue?</p> <p>https://www.jacobinmag.com/2015/08/global-poverty-climate-change-sdgs/</p>	<p>All the issues are interlinked and therefore you need all the Goals to solve any of the problems – support for one Goal will have positive repercussion for others</p> <p>http://storymaps.esri.com/stories/2016/womens-rights/</p>
<p>There are no penalties if governments do not achieve the Goals – why could this be a problem?</p> <p>http://www.economist.com/blogs/freeexchange/2015/04/our-piece-sustainable-development-goals</p>	<p>Each country is able to contextualise the Goals, making its own “national action plan” – why is this useful?</p>
<p>Everything has to be debated through many different levels of the United Nations. Is this a waste of time?</p>	<p>The Goals have attracted and brought together different sectors of society that might not otherwise have been interested – for example Big Business. Why is it important that they are involved?</p> <p>https://zimbabweland.wordpress.com/2015/09/21/sdgs-will-they-make-a-difference/</p>

Persuasive Lanugage (for use during the debate)

<p>Power of three - providing a list of three items or providing three reasons to emphasise a point</p>	<p>Emotive language - using words, phrases and imagery that provoke an emotive response</p>
<p>Rhetorical questions - questions that get people thinking, but they don't need an answer</p>	<p>Use of anecdotes - include little stories, which help to make a point</p>
<p>Undermining opposing views - criticize the opposing argument</p>	<p>Exaggeration - making something appear more than what it really is</p>

Preparing a debate with a class

(adapted with kind permission from <http://noisyclassroom.com/primary/ideas/preparing-a-debate-with-a-class.html>)

- Divide the class into groups
- Give each of the groups one side of one of the topics to prepare
- Give each member of the class some sticky notes to write on
- Follow the five steps

Step 1: Brainstorm ideas

- Individual brainstorm – allow five minutes silent time for individual brainstorming – the pupils should write one point on each of the sticky notes. Tell them to use key words rather than full sentences.
- Group brainstorm – each group needs a sheet of paper and a “chair”. The chair should go around the group hearing all the ideas and sticking them on the paper. Duplicated ideas get stuck on together.

Step 2: Organise ideas

- The group then need another sheet of paper on which they write 1-9 down the side. From the brainstorm they need to identify between 7 and 9 arguments. They may have more than these, so to get them down they can:
- Scrap small or insignificant arguments
- Join together similar arguments to make larger ones
- On their sheet they need to write the names of the arguments. EACH NAME SHOULD BE NO LONGER THAN THREE WORDS.
- They then need to divide the arguments between the three speakers. The first speaker should have three arguments. The second and third speaker should have two or three arguments.

Step Three: Structure the speeches

Introduce the idea of the speech structure on the board:

- **Introduction** – who are you and what do you stand for?
- **Preview** – What are the names of the points you are going to cover?
- **Rebuttal** – unless you are the first speaker, you’d say “first lets take a look at what we heard from the previous speaker” and disagree with their points.

- **Point One** – “Now onto my points”

Name

Explanation (the reasoning – why is your point true and why does it mean your overall position is right?)

Evidence (facts, analogies, examples, imagery or authority to support your reasoning)

- **Point Two** – Name, Explanation, Evidence
- **Point Three** – Name, Explanation, Evidence
- **Reminder** – remind the audience of the three points you have covered
- **Vote for Us**

Step 4: Prepare your speeches

Introduce the Idea of developing your arguments by “Making Them REAL”

- **Reason**
- **Evidence**
- **Analysis**
- **Link**

Choose the first speakers in each group and allow them some time to think about how to make each of their points REAL. Only allow them to write down six words for each point (in addition to the name) – it’s speaking and listening not reading out!

Step 5: Prepare the rest of the class

Whilst the speakers are preparing their speeches:

- The other pupils should try to think what the other side might say and come up with rebuttal.