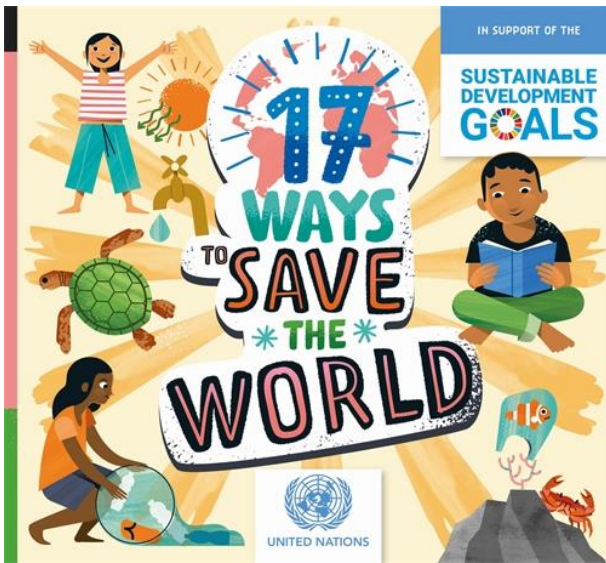


# 17 Ways to Save the World – Teacher Resources for KS2



Accessible and practical, *17 Ways to Save the World* is packed with engaging graphic illustrations which explain some of the world's biggest problems to kids and shows them how they can help to solve them. The book is great for discussing the challenges of poverty, inequality and climate change with KS2 and KS3 learners.

## About the book

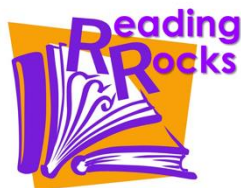
On 25 September 2015, world leaders at the UN adopted 17 Sustainable Development Goals. These new Goals, which universally apply to all people, are a call to take action to end all forms of poverty, fight inequalities and tackle climate change, while ensuring no one is left behind.

For the Goals to be reached, it is not just the actions of governments and businesses that are important – everyone can play their part to help the UN save the world!

Produced in support of the United Nations, *17 Ways to Save the World* is an accessible guide to how you can help the UN achieve their 17 Sustainable Development Goals. As well as charting the global issues identified in the Goals, this book will demonstrate how small lifestyle changes can help in solving the world's biggest issues, empowering you to actively pursue a more sustainable future.

This book is the perfect tool for kids aged 9+ looking to make a meaningful difference. Immersive artwork and sensitive text presents serious, worldwide problems in an compassionate manner, encouraging both empathy and action.

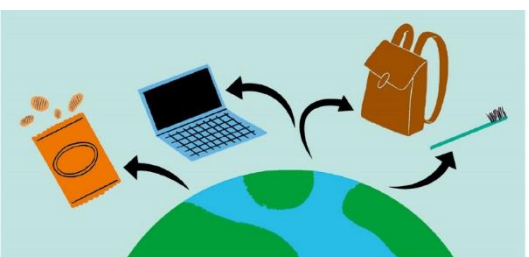
Resources  
produced by



## Resource pack contents

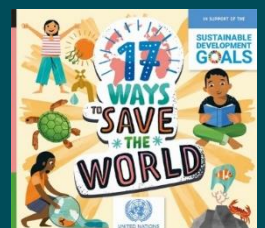
Lesson 1: Getting to know the 17 Goals

Lesson 2: Making a UN speech



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## Lesson 1: Getting to know the 17 Goals

### *Getting started -*

- Pose the question – Does Our World Need Saving? Share in a short discussion to get children's initial ideas and prior knowledge.
- Begin by sharing page 4-5 with the class to set the scene for the book.
- Share page 6 (slide 1) on your IWB or projector and introduce the idea of the 17 Sustainable Development Goals (SDG). You may need to explain to children who the United Nations are.
- The goals are to be achieved by 2030 – ask children how old they will be then. What will they be up to then? Would they like to see the world change by the time they are that age?

### *Discussion Task -*

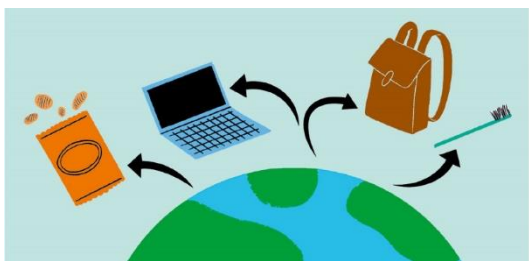
- Children will need a set of the 17 symbols (slide 3 only). They can work in pairs or small groups.
- Firstly, ask children to think of what each goal could be, using the symbols as clues.
- Then, give pupils the goals from slide 4 (all cut up and mixed up) and ask them to match the symbols to the goals.
- Reveal the goals from page 76-77 of the book on slide 2.

### *Main task -*

- Now, children know the goals and their purpose, ask them to think about priorities. Children can group or order the goals in any way they choose.
- This will open up lots of discussion. Ensure children can justify their groups or order.
- After some discussion and sorting, allow each group to send out a 'spy' to look around the room at how others have sorted them. You may wish to allow questioning of other teams and time to explain here. They can come back to their team and make any adjustments.
- Now, ask children to select their top 9 and to order them in a 'diamond 9', shown on slide 5. The top of the diamond is most important. Those on the same row have equal importance. Give children time to make notes on their reasoning.
- Each group should now present their arrangement to the class or to other groups.

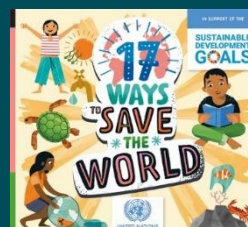
### *Independent task –*

- To conclude, children should write about their top 3-5 priorities.
- Share the key words to use on slide 6 and challenge children to include at least 3 in their explanation. Ensure they understand their definitions.



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## Lesson 2: Making a UN Speech

### *Getting started -*

- Pose the question – Do people know what changes we must make? Link back to what was discussed in lesson 1.
- Move on to ask how we are informed about important strategies, campaigns etc ? This may be government adverts, the news, poster campaigns, leaflets.
- Find out if children have heard any speeches that inspire people to make changes.

### *Research -*

- Watch some inspiring speeches, such as Martin Luther King's 'I have a dream' speech and Malala Yousafzai's UN speech.
- Note and discuss the powerful tools they use to make an impactful speech, such as repetition and calls to action.

### *Planning and Preparing –*

- Ask children to select the three top priorities from the 17 goals that they would like to include in their UN speech.
- They can research these on the UN website: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> , and using the section of the book that explains their goal.
- Children should note the issues surrounding the goal as the problems and solutions. (use planning sheet).

The Problems:	The Solutions:

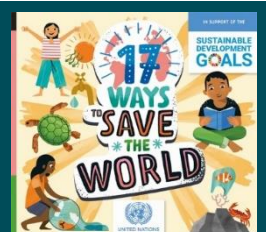
### *Writing –*

- Take a goal and noted problems and solutions and model writing part of the speech for your class to see how you incorporate the devices learnt from the watched/read speeches.
- Encourage children to write the speech as an opening, a paragraph for each goal chosen, and a conclusion with a call to action.
- Children should read aloud their first draft to a writing buddy. They will 'hear' and areas they need to develop or edit as they do this.
- When a best draft is written, children are ready to deliver their speech.



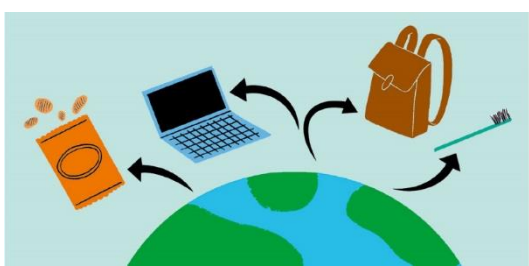
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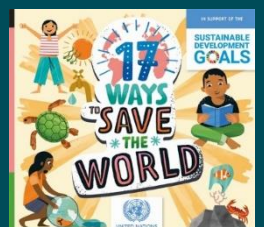
## *Performing –*

- Speeches could be performed on Video to go on the school website. Think about getting children to wear a formal outfit, which befits the occasion. Set up the background accordingly, too.
- Children could prepare a PowerPoint of images, statistics and symbols to support the speech.
- You could try a LIVE stream of speeches to parents, carers, school governors and invited guests such as local MPS, using streaming video software such as Zoom or Teams.



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Name: ..... Date: .....

## Planning My UN Speech:

My Top 3 Priorities from the 17 Goals List:

1	
2	
3	

Priority 1:

The Problems:	The Solutions:

Priority 2:

The Problems:	The Solutions:

Priority 3:

The Problems:	The Solutions: