



Lesson Plan: The United Nations Sustainable Development Goals

Objectives:

- To introduce your students to the UN Sustainable Development Goals
- To help your students understand the purpose and aims of the Sustainable Development Goals
- To increase your students understanding of the importance of Goal 4, 'Quality Education', by comparing education in Woe, Ghana with education in the UK

1. Starter (15 minutes):

Introducing the UN Sustainable Development Goals (SDGs): The United Nations Sustainable Development Goals were devised in 2015. The 17 goals are a universal call-to-action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by the year 2030. The goals focus on, amongst other priorities, ending poverty, mitigating the effects of climate change, reducing economic inequality, and promoting peace and justice.

More information on the Sustainable Development Goals can be found at:
<https://sustainabledevelopment.un.org>

Task (15 minutes):

Introduce the SDGs using the information above. Before revealing the SDGs to your students, ask them to think of 10 goals that they would set to make the world a better place by the year 2030. You could give SDG 1 of "ending poverty in all its forms" as an example.

Once your students have come up with their own goals, reveal the SDGs using the handout provided (appendix I), and compare the goals set by the students with those set by the UN. What are the main similarities and differences? Are there any overlaps with the SDGs?

Extended Activity:

Ask your students to list the ways that they can help to advance the SDGs. Examples might include reducing their plastic use, raising awareness of health and wellbeing at school, or writing to their local MP to lobby for change.



2. Sustainable Development Goal 4: Quality Education (30 minutes):

The United Nations Sustainable Development Goal 4 is Quality Education. This goal aims “to ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all.”

African Adventures is helping to advance this goal by partnering with local schools in developing areas of Ghana, Kenya and Zanzibar, and providing them with the financial and humanitarian support they need to develop.

The following pages contain photos of Dedzidi Community School (appendix II), which is located in the rural area of Woe in Ghana, near Keta Lagoon. You can find out more about Woe by visiting:

<https://www.africanadventures.co.uk/destinations/ghana/> and watching our video.

African Adventures first partnered with Dedzidi School in 2014. The school provides a free education to approximately 430 students between the ages of two and 14.

Despite being run by the government, our Ghanaian partner schools - including Dedzidi- are all severely underfunded. There is often a lack of essential classroom and educational resources, such as desks, chairs, exercise books, and textbooks. Through our partnerships, we provide essential funding and volunteer support to help create an environment that is more conducive to learning for the students.

a) Task (10 minutes):

Show your students the video about Woe, which you can access by visiting our website. Display the map and the photos of Dedzidi School on the board, and share the above information with your students. We would then suggest that you discuss the resources as a class. You could use the following questions to prompt a discussion:

- Has anyone visited any countries in Africa before?
- What are the first things you notice in the video and photos?
- If this was your school, how would you feel?
- How does this differ from your town and school?
- Are there any similarities between your classroom and theirs?



b) Task (20 minutes):

The following pages describe a typical school day for an 11-year-old student at Dedzidi Community School.

7:00am – 7:45am: I wake up and help my aunt wash and dress my siblings. My mother and father live in the nearby town, as there are more job opportunities there, so me and my siblings live with my aunt and uncle. I have two siblings, aged six and three. We live in a single room together, where we cook, eat, sleep, play, and study. There is no running water in our home, so I have to wash and go to the toilet outside. I get dressed and pack my school bag. I love learning, and always look forward to the school day!

7:45am – 8:00am: My siblings and I leave the Anloga area of Woe, where we live, and walk to Dedzidi School. While we are at school, my mother will try to earn money by selling fish at the local market. Fishing is our family's main source of income, and we are all expected to help our father catch fish in the evenings for our mother to sell the next day.

8:00am – 8:15am: I arrive at school and meet my friends in the sandy playground between the classrooms. There is currently a new classroom block being built because more children from the local area have begun attending school. The new classrooms are made from brick, but we sometimes still use our old classrooms, which are constructed from corrugated iron and wood. It can get very hot in there, which can make it hard to concentrate. We play together outside until it is time for our first lesson.

8:15am – 9:15am: The first lesson of the day is maths. We learn by rote - repeating what our teacher says and following along from a textbook. I usually don't have breakfast before school, so it is sometimes hard to concentrate.

9:15am - 10:15am: The next lesson is English. As our classrooms are next door to each other, it can be noisy, but all of us enjoy learning and being at school. My class has around 30 other pupils in it, so it can be a little loud, but this is typical at most Ghanaian schools.



10:15am – 10:30am: We have a short break, during which we usually play outside. We often share one football between all the students, and love playing together! We try to make use of what we have available to us, so footballs are often made by tying plastic bags together. Some students play games such as hide and seek. The playground can be a little crowded.

10:30am – 11:30am: Our next lesson is Ewe, which is the language that we speak at home. Again, we learn by rote and from a textbook. Students take turns answering questions and writing the answers on the blackboard. We enjoy being in class, but learning in this way can get a little repetitive.

11:30am – 12:30pm: Next, we have geography. Again, as we learn by copying from textbooks and the blackboard, it is sometimes hard to fully understand what we are being taught. There are not enough teachers at our school for all the children, so our teacher is often busy with other classes as well as our own. This means it is easy to get left behind if you don't understand something.

12:30pm – 1:00pm: We have a second break, during which I usually buy a snack for my lunch. Local people come to the school to sell us fruit and other treats. I am usually quite tired by this point in the day, as I am usually up late helping my father on the lagoon, or helping my aunt get my siblings ready for bed.

1:00pm – 2:00pm: After break, we have a PE lesson. We all love PE, as it gives us the chance to play and have fun. We play counting games, dance together, or enjoy a competitive game of catch with balls and bean bags.

2:00pm – 3:00pm: Our final lesson of the day is IT. We have a few computers at our school, but the electricity supply is unreliable, so they only work sometimes. The teachers are very busy, so some students feel bored and misbehave, which can distract the other students.

3:00pm – 9:00pm: After school, I walk home and get ready to help my father fish on the lagoon. As fishing is our main source of income, the entire family is expected to help out. After this, I return home and help my aunt make dinner – okra with plantain is a favourite.



3:00pm – 9:00pm (Continued): We recently acquired a Gyapa stove to cook our meals on, which is less smoky, and uses less wood, than the open fire we used before. After we have eaten, I wash the plates and cooking pots outside using a bucket of water. I try to complete any homework I have been given, but, as I share a room with my family, this can sometimes be difficult. When it is time for bed, we lay out our bedding on the floor. It can be a bit cramped, but I like sleeping next to my family.

Ask your students to write their own 'day in the life' based on a normal school day. Use post-it notes or whiteboard pens to display both days side by side on the board. Discuss the differences between their day, and the day of a student at Dedzidi School. What are the main differences? Are there any similarities (e.g. the subjects they learn, the timings of the school day, how they spend their breaks etc.)?

Extended Activity:

Ask your students to think of three questions they would like to ask a student at Dedzidi School.

Plenary Activity (15 minutes):

The world in 2030 Task: To finish the lesson, ask your students to write a short paragraph imagining the world in 2030 when all the SDGs have been achieved. They could imagine the world as a whole, a specific country, or how their own lives might be affected.

Appendix I - The United Nations Sustainable Development Goals



Appendix II- Dedzidi Community School in Woe, Ghana

New Classrooms are being built at Dedzidi to accommodate for the growing number of students.



Appendix II (Continued) - Dedzidi Community School in Woe, Ghana

The Interiors of the classrooms at Dedzidi School

