



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 Nakuru, Kenya 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 Cherish School (appendix II), which is located in Nakuru, Kenya’s fourth largest city. You can find out more about Nakuru by visiting www.africanadventures.co.uk/destinations/kenya/ and watching the video.

African Adventures first partnered with Cherish School in 2017. The school provides a free education and a daily meal to approximately 120 students between the ages of four and 16, many of whom live in slums areas around the edge of the town’s dumpsite.

If community projects such as Cherish did not exist, it is likely that these children would not attend school due to the costs of school uniforms, exercise books, and textbooks that come with attending a government school. Cherish School’s feeding programme also provides every student with a daily meal of ugali – a kind of porridge made from maize – which guarantees that they are able to eat at least one meal a day.

a) Task (10 minutes):

Show your students the video of Kenya and Nakuru, which you can access by visiting our website. Display the map and the photos of Cherish School on the board, and share the above information with your students. 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 a 13-year-old student at Cherish School.

7am: I wake up and help my mother wash and dress my siblings. I have two siblings, aged six and 10. 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: My siblings and I leave the slum where we live in the Rhonda area of Nakuru, and walk approximately 15 minutes to Cherish School. While we are at school, my mother will try to earn a little money by washing laundry for other families in the town. Unfortunately, this does not provide us with a regular income, as this work is done on an ad hoc basis, and she is not formally employed.

8am: I arrive at school, and meet my friends in the earth-covered playground between the classrooms. The classrooms at my school are made from corrugated iron, and have been painted with bright colours on the outside. In our playground, there are some tyres which have been painted and sunk into the ground for us to play and sit on. 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 am not normally able to eat 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. Luckily, most classes at my school only have about 15 pupils in them. This is rare in Nakuru – other schools have 45 pupils in each class. Cherish School is sometimes unable to pay the teachers their salaries, and, as a result, the school is often understaffed. This means that our teacher sometimes leaves our class unattended, as she is needed in other classrooms.



10:15am – 10:40am: We have a short break, during which we play outside. We often share one football between all the students, and love playing together! Some students draw hopscotch in the earth, or play tag. With over 100 students sharing one small playground, it can be a little crowded.

10:40am – 11:40am: Our next lesson is Swahili, 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.

11:40am – 12:40pm: Next, we have Geography. Again, as we learn from textbooks, and by copying from the blackboard, it is sometimes hard to understand what we are being taught. As our teacher is so busy with other classes as well as our own, it is easy to get left behind if you don't understand something.

12:40pm – 1pm: We have a second break, during which we line up outside the school's kitchen to receive a cup of ugali. Our school gives each student a free daily meal, which may be the only meal we eat that day.

1pm–2pm: After break, we have Science. Our teachers are unable to provide much individual support as they are so busy, so the students that don't understand the lesson tend to feel bored and misbehave, which can distract the other students.

2pm – 3pm: Our final lesson of the day is IT. There are no computers at our school, but our teacher draws a diagram of a keyboard, mouse, and monitor on the blackboard. We take turns practising typing on the keyboard diagram.

3pm – 8pm: After school, I walk home and help to look after my younger siblings until it is time for bed. I try to complete any homework I have been set, but as I share a room with my family, this can sometimes be difficult.

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 Cherish 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 Cherish 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 – Cherish School in Nakuru, Kenya

The classrooms are made from corrugated iron and painted in bright colours.



Appendix II (Continued) - Cherish School in Nakuru, Kenya

The interiors of the classrooms at Cherish School

