

# Sustainability Starts

**A series of suggested activities to raise awareness of the United Nations' Sustainable Development Goals.**



# About this resource



The United Nations' Sustainable Development Goals are a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere by 2030. They address the current global challenges we face, including poverty, inequality and climate change.

These **Sustainability Starts** have been developed by ESOL practitioners to raise awareness of and start conversations with ESOL learners about the sustainable development agenda and everyone's role in it.

The activities can be used in a variety of ways, for example as warmer or filler activities or as introductions to topics that can be developed further into a whole class discussion or a guided debate.

For each goal, there are three ideas for activities you can use to raise awareness of sustainable development issues and actions with adult ESOL learners.

The activities are intended as a starting point for learning and discussion about a complex and sensitive range of issues, that will enable learners to share and extend their language and knowledge around these issues, as well as promote and develop critical thinking skills and identify things everyone can do to support the goals.

All activities can be adapted or changed to suit the needs of your learners.

This resource has been developed by Manchester Adult Education Service as part of a project commissioned by the Education and Training Foundation and delivered by HOLEX to identify effective practice and develop resources around Education for Sustainable Development in ESOL.

# United Nations' Sustainable Development Goals

The United Nations' Sustainable Development Goals are a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere by 2030.

For each goal, there are three ideas for activities you can use to raise awareness of sustainable development issues and actions with adult ESOL learners.



**Select a goal to view the activities**



# **1 NO POVERTY**

**FIND OUT MORE**

## **1 NO POVERTY**



**FOOD  
BANKS**

## **1 NO POVERTY**



**DONATING  
UNWANTED  
ITEMS**

## **1 NO POVERTY**



**REAL  
LIVING WAGE**

### What is a Food Bank?

How do food banks help people?

Where is the nearest food bank?



### What do you do with clothes, toys and furniture that you don't need anymore?

- a. throw them away
- b. donate them to charity
- c. give them to friends or neighbours



**Find out where you can donate things in your area.**

### National Living Wage and Real Living Wage

The **National Living Wage** is the minimum wage rate for over 23s. It is set from a percentage of medium earnings.

The **Real Living Wage** is a higher wage rate that employers can choose to pay their staff. It is based on the actual cost of living. There is a higher rate for people working in London.

1. What are the current living wage rates?
2. What do you think about the Real Living Wage?

# 2 ZERO HUNGER

[FIND OUT MORE](#)

## 2 ZERO HUNGER



**FAIRTRADE**

## 2 ZERO HUNGER



**REDUCING  
FOOD WASTE**

## 2 ZERO HUNGER



**HUNGER AND  
MALNUTRITION**

### What does this sign mean?



Where do you see it?

Do you buy things with this sign?

[Fairtrade website](#)

### What do you do when you have leftover food?

- a. throw it away
- b. freeze it
- c. give it to friends or neighbours



Look at [Love Food Hate Waste](#) for ways to reduce food waste.

“ An estimated 2 billion people in the world did not have regular access to safe, nutritious and sufficient food in 2019.

1. What do the words 'nutritious' and 'sufficient' mean?
2. What are the long term consequences of hunger and malnutrition?
3. What can we do to help?

**3**

**GOOD HEALTH  
AND WELL-BEING**

**FIND OUT MORE**

**3**

**GOOD HEALTH  
AND WELL-BEING**



**EXERCISE**

**3**

**GOOD HEALTH  
AND WELL-BEING**



**FIVE WAYS TO  
WELL-BEING**

**3**

**GOOD HEALTH  
AND WELL-BEING**



**ACCESS TO  
HEALTHCARE**

### What type of exercise do you enjoy?



**Find out about local exercise groups and facilities.**

### Five steps to mental wellbeing

These 5 steps can improve your mental health and wellbeing. They can help you feel more positive.

**Do you like these steps?  
What makes you feel good?**



**Connect with other people.**



**Be active - exercise.**



**Learn something new.**



**Give to others and be kind.**



**Take notice of what is around you.**

“ In 2017, only around one third to half of the global population was covered by essential health services.

1. What do you think about the National Health Service (NHS) in the UK?
2. How does this compare with health services in other countries?

# 4 QUALITY EDUCATION

[FIND OUT MORE](#)

## 4 QUALITY EDUCATION



**SCHOOL IN  
THE UK**

## 4 QUALITY EDUCATION



**LEARNING  
FOR LIFE**

## 4 QUALITY EDUCATION



**FACT  
CHECKING**

### School starting and leaving ages

When do children have to start school in the UK?

When can they leave school in the UK?

Is this the same in all countries?



### Many museums and galleries in the UK are free.

Talk about a museum or gallery you have visited.

What can you see and learn there?

**Find out about museums and galleries in the area.**



### “ We’re not just fighting an epidemic; we’re fighting an infodemic

Tedros Adhanom Ghebreyesus  
Director-General of the World Health Organization (WHO)

1. What is an **infodemic** and why is it a problem?
2. How do you know if things you read on the internet and social media are reliable?

[Watch this video](#) about how to check information using the **www. method**

# 5 GENDER EQUALITY

[FIND OUT MORE](#)

## 5 GENDER EQUALITY



**GENDER  
PAY GAP**

## 5 GENDER EQUALITY



**INSPIRING  
WOMEN**

## 5 GENDER EQUALITY



**SAFE SPACES FOR  
WOMEN AND GIRLS**

**Around the world, women earn 20% less than men.**



**How does this make you feel?**

## **Inspiring women**

Talk about a woman who has changed the world or inspires you.



**“ Over 70% of women in the UK say they have experienced sexual harassment in public.**

1. What is sexual harassment?
2. What could help women, girls and marginalised genders feel safer on public transport and in public spaces?

Look at [#SafeSpacesNow](#) to find out more.

# 6 CLEAN WATER AND SANITATION

**FIND OUT MORE**

## 6 CLEAN WATER AND SANITATION



**SAVING  
WATER**

## 6 CLEAN WATER AND SANITATION



**HAND  
HYGIENE**

## 6 CLEAN WATER AND SANITATION



**VALUING  
WATER**

### Using Water

**What do you use water for in your daily life?**



**What can you do to use less water?**

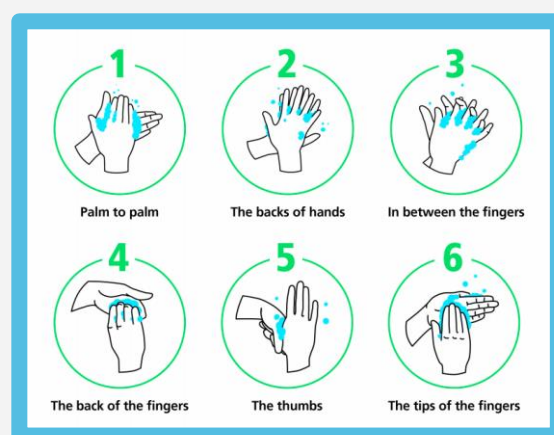


### Hand Hygiene

**Finish the sentences**

\_\_\_\_\_ is one of the easiest ways to protect yourself and others from illnesses such as coronavirus, flu and food poisoning.

You should \_\_\_\_\_ for 20 seconds with \_\_\_\_\_ and \_\_\_\_\_ regularly.



### Valuing Water

How is water important to your home and family life, your livelihood, your cultural practices, your wellbeing, your local environment?



# 7 AFFORDABLE AND CLEAN ENERGY

[FIND OUT MORE](#)

## 7 AFFORDABLE AND CLEAN ENERGY



**SAVING  
ENERGY**

## 7 AFFORDABLE AND CLEAN ENERGY



**ENERGY  
SOURCES**

## 7 AFFORDABLE AND CLEAN ENERGY



**ALTERNATIVES  
TO FOSSIL  
FUELS**



### Share a tip for saving energy in your home

I keep the lid on the pan when I boil water.



### Name the energy source

Does it harm the environment?  
Is it renewable?

Look at your bill to find out where your energy comes from.



“ Burning fossil fuels like coal, oil and gas produces large amounts of greenhouse gases which cause climate change and have harmful impacts on people’s well-being and the environment



1. What are the alternatives to coal, oil and gas?
2. How can we use less coal, oil and gas?

# 8 DECENT WORK AND ECONOMIC GROWTH

[FIND OUT MORE](#)

## 8 DECENT WORK AND ECONOMIC GROWTH



**NATIONAL  
LIVING  
WAGE**

## 8 DECENT WORK AND ECONOMIC GROWTH



**WORKERS'  
RIGHTS**

## 8 DECENT WORK AND ECONOMIC GROWTH



**SOFT  
SKILLS**

### National Living Wage

How much is the National Living Wage in the UK?

- a. £7.50
- b. £8.91
- c. £9.50 or £10.85 in London



Do you think that this is enough to live on?

Finish the sentences about your rights at work

5.6

48

6

If you work more than \_\_\_\_\_ hours a day, you are entitled to a rest break.

The maximum you should work in a week is \_\_\_\_\_ hours.

You get \_\_\_\_\_ weeks paid leave a year if you are full time.

Find out more on the [Citizens Advice website](#)

“ Soft skills are general skills that employers look for and are needed for most jobs. They include communication, leadership, positivity, flexibility and problem solving skills.

Why are soft skills so important?

What can you do to develop your soft skills?

Share your ideas with the group.

**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**TRAVEL AND  
TRANSPORT**

**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**USING DIGITAL  
DEVICES AND  
THE INTERNET**

**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**IMPROVING  
YOUR LOCAL  
AREA**

## How do you usually travel?



Are roads and transport good in your area?

What is the cleanest form of transport?

## How do you use computers, phones and the internet in your everyday life?

What help and support is available to people who don't have access to the internet or need to improve their skills?



What would you change to make your area a better place to live and work?

How would this improve opportunities for local people?



# 10 REDUCED INEQUALITIES

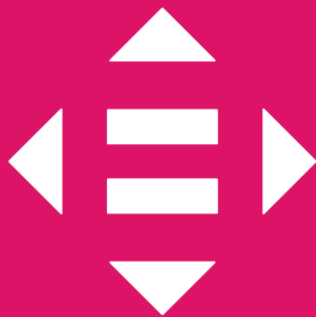
[FIND OUT MORE](#)

## 10 REDUCED INEQUALITIES



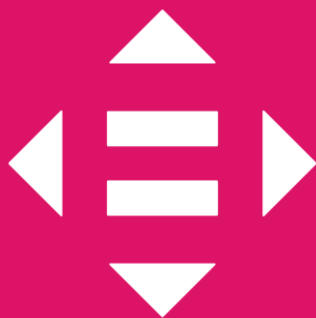
**EQUALITY  
ACT**

## 10 REDUCED INEQUALITIES



**INEQUALITY**

## 10 REDUCED INEQUALITIES



**EXTREME WEALTH  
EXTREME POVERTY**

### Equality Act

What is **discrimination**?

What are the **protected characteristics**?



### What is inequality?

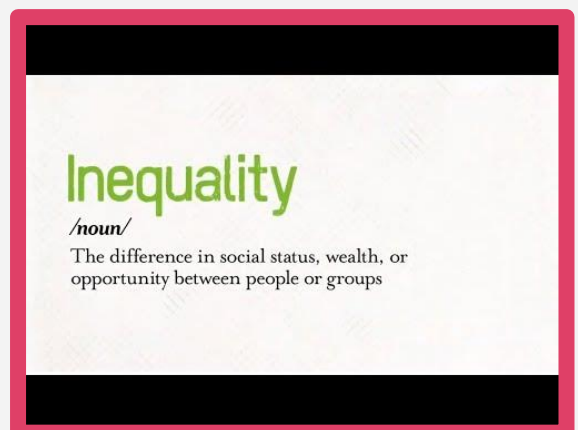
Inequality is the unfair situation in society when some people have more opportunities and money than other people.

**Do you think inequality is increasing or decreasing in the world?**

Find out more on [OXFAM International](#)

“ The world’s richest 1% have more than twice as much wealth as 6.9 billion people (60% of the population).

1. How does this make you feel?
2. What can Governments do to reduce the gap between rich and poor?



# 11 SUSTAINABLE CITIES AND COMMUNITIES

[FIND OUT MORE](#)

## 11 SUSTAINABLE CITIES AND COMMUNITIES



**LOCAL PARKS AND GREEN SPACES**

## 11 SUSTAINABLE CITIES AND COMMUNITIES



**CHOOSING WHERE TO LIVE**

## 11 SUSTAINABLE CITIES AND COMMUNITIES



**AIR POLLUTION AND IMPROVING AIR QUALITY**

## Your local park or green space



Where is it?

What can you do there?

How could it be better?

## What is most important about the area you live in?



clean

friendly

safe

good  
transport

good  
schools

shops and  
services

**Air pollution causes 36,000 deaths in the UK a year.**



1. What causes air pollution?
2. What can we all do to reduce air pollution?
3. What other types of pollution are there?

Find out more on the [Clean Air Hub](http://www.cleanairhub.org.uk) website -  
[www.cleanairhub.org.uk](http://www.cleanairhub.org.uk)

# 12 RESPONSIBLE CONSUMPTION AND PRODUCTION

[FIND OUT MORE](#)

12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



**REDUCE  
REUSE  
RECYCLE**

12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



**FAST  
FASHION**

12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



**REDUCE  
WASTE**

## Reduce, reuse and recycle

Match the words to the meaning

**reduce**

use again

**reuse**

use in a different way

**recycle**

use less



**Do you reduce,  
reuse and recycle?**

## What is fast fashion?

Clothes that are made and sold cheaply, so that people can buy new clothes more often.



1. How often do you buy new clothes?
2. What do you do with clothes you don't wear anymore?
3. What can you do instead of buying new clothes?

“ UK households produced just under 27 million tonnes of waste in 2017 which is equivalent to 409 kg per person. It's mostly made up of food scraps, newspapers, cardboard, glass bottles and plastics.



**How can we reduce the waste we produce?**

**Share your ideas.**

**13** CLIMATE ACTION



**CLIMATE ACTION:  
WHAT CAN YOU  
DO?**

**13** CLIMATE ACTION



**HOW IS THE  
CLIMATE  
CHANGING?**

**13** CLIMATE ACTION



**REDUCING  
YOUR CARBON  
FOOTPRINT**

Our world is getting hotter and hotter.  
The climate is changing.

What can we do to fight climate change?



How is the climate changing?

It is getting **hotter** - there are more **heatwaves** now.

hotter

colder

heatwave

fire

wetter

drier

floods

drought

How does climate change affect our lives?

“ Your carbon footprint is a measure of the amount of carbon dioxide released into the atmosphere by your activities.

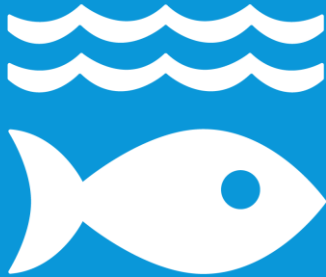
Calculate your carbon footprint using one of these websites:

Go Climate: <https://www.goclimates.com/gb>

WWF: <https://footprint.wwf.org.uk/#/questionnaire>

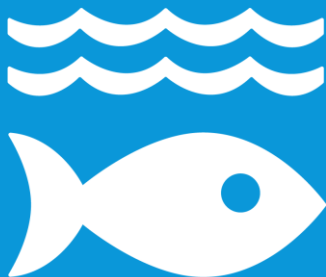
What can you do to reduce your carbon footprint?

**14** LIFE  
BELOW WATER



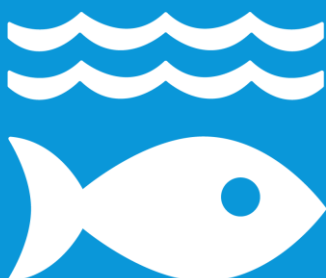
**USE LESS  
PLASTIC**

**14** LIFE  
BELOW WATER



**OVERFISHING**

**14** LIFE  
BELOW WATER



**PLASTICS IN  
YOUR  
BATHROOM**

**Every year, 11 million tonnes of plastic enter our seas.**



Did you know that...

- plastic bags take 20 years to break down?
- plastic bottles take 450 years to break down?
- plastic toothbrushes take 500 years to break down?

**What tips do you have for using less plastic?**

## Overfishing

**Overfishing means catching too many fish in an area of the sea, so that there are not many fish left there.**



- What problems do you think this causes?
- How can you make sure the fish and seafood you eat is sustainable?

**Have a look at the [Good Fish Guide](#) to see if the seafood you eat is sustainable.**

## What's in your bathroom?

Personal care products are a major source of plastic pollution in our seas. For example, plastic toothbrushes and disposable nappies takes 500 years to break down.



**Look at this [bathroom on the Clean Seas](#) website to find out about the plastic in your bathroom and ideas to reduce it.**

**15** LIFE  
ON LAND



**GROW YOUR  
OWN**

**15** LIFE  
ON LAND



**TALKING  
ABOUT THE  
ENVIRONMENT**

**15** LIFE  
ON LAND



**GO  
WILD**

Do you grow any fruit or vegetables?

What would you like to grow?



Find out about local allotments and community gardening projects

### Talking about the environment

Choose a word below, write a definition and use it in a sentence

biodiversity

conservation

rewilding

deforestation

endangered

extinction

“ We have lost 97% of our wild flower meadows since the 1930s. They are very important for bees and other pollinators and many of our favourite fruits, vegetables and nuts rely on bees.



1. Why do you think we have lost so many wild flower meadows?
2. What can we do to restore wild flowers in the UK?

Find out more on the [Grow Wild](#) website

**16** PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS



**PEACE**

**16** PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS



**VOTING**

**16** PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS



**HUMAN  
RIGHTS**

### Peace

When there is peace, there is **no war, violence or arguing**. Peace also means **quiet** and **calm**.



**What does peace mean to you?**

### Why is voting important?

Share your ideas with the group.

**“Voting gives you a say in how the country is run.”**



Check if you can vote on the [Electoral Commission](#) website.

You can register to vote on the [GOV.UK](#) website.

### Human rights

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.

**What are these rights and why are they important?**

Find out more on the [Equality and Human Rights Commission](#) website



**17** PARTNERSHIPS  
FOR THE GOALS



**HELPING  
EACH OTHER**

**17** PARTNERSHIPS  
FOR THE GOALS



**WORKING  
TOGETHER**

**17** PARTNERSHIPS  
FOR THE GOALS



**ABOUT THE  
UNITED NATIONS**

## Working together to achieve the goals.

How can we help each other to achieve the goals?



## “Many hands make light work.”

What does this phrase mean?  
Do you know any similar sayings?



## “One place where the world's nations can gather together, discuss common problems and find shared solutions.”

[About Us, United Nations](#)

Visit the [Essential UN website](#) to find out about the work of the United Nations (UN).

- Why and when was it formed?
- How many countries are part of it?
- What does the UN do?

# Teacher notes and sources

Here are some notes and links to source material and wider information for each suggested activity

| Activity                                                                                                                                                               | Notes and sources                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u><a href="#">1 No Poverty</a></u></b><br>Ensure everyone has access to food, shelter clothing, healthcare and education so they can fully participate in society. |                                                                                                                                                                                                                                                                                                                               |
| <b>Food banks</b>                                                                                                                                                      | Before the session, find out about food banks, where they are in your area and the referral process<br><u><a href="#">The Trussell Trust</a></u> is a nationwide network of food banks providing emergency food and support.<br>Related goals: 2                                                                              |
| <b>Donating unwanted items</b>                                                                                                                                         | Before the session, find out about local charity shops and other places people can take unwanted items for reuse or recycling.<br><u><a href="#">Recycle Now</a></u> website has a search tool that gives information about what you can do with different items and where you can take them.<br>Related goals: 12, 13, 15    |
| <b>Living wage</b>                                                                                                                                                     | Before the session, find out about the real living wage on the <u><a href="#">Living Wage Foundation</a></u> website.<br>There are lots of resources, including videos, that you could use to introduce the Real Living Wage and how it differs from the National Living Wage.<br>Related goals: 1, 8, 10 and 11.             |
| <b><u><a href="#">2 Zero Hunger</a></u></b><br>Address poor agricultural practices, food waste and environment degradation to ensure no one goes hungry.               |                                                                                                                                                                                                                                                                                                                               |
| <b>Fairtrade</b>                                                                                                                                                       | Before the session, visit the Fairtrade website to find out more about Fairtrade. This activity has been included for Zero Hunger as Fairtrade promotes sustainable agricultural practices, This <u><a href="#">video</a></u> explains more about Fairtrade and sustainability in general.<br>Related goals: 1, 5, 8, 12, 15. |
| <b>Reducing food waste</b>                                                                                                                                             | Before the session, find out about the <u><a href="#">Love Food Hate Waste</a></u> campaign<br>Related goals: 12, 13, 14, 15                                                                                                                                                                                                  |
| <b>Hunger and malnutrition</b>                                                                                                                                         | Before the session, look at the <u><a href="#">SDG page for Zero Hunger</a></u> - the quote is one of the facts and figures.<br><u><a href="#">Zero Hunger: Why It Matters</a></u> provides lots of information about the causes and impact of hunger and malnutrition.<br>Related goals: 1                                   |

# Teacher notes and sources

| Activity                                                                                                                                                                                  | Notes and sources                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>3 Good Health and Well-Being</u></b><br>Ensure healthy lives and promote well-being for all at all ages.                                                                            |                                                                                                                                                                                                                                                                                                            |
| <b>Exercise</b>                                                                                                                                                                           | Before the session, find out about local facilities and exercise groups.<br>Related goals: 11                                                                                                                                                                                                              |
| <b>Five Ways to Wellbeing</b>                                                                                                                                                             | Before the session, find out about the five steps to mental wellbeing on the <a href="#">NHS website</a> .<br>Related goals:                                                                                                                                                                               |
| <b>Access to healthcare</b>                                                                                                                                                               | Before the session, look at the <a href="#">Good Health and Well-Being: Why It Matters</a> - the quote is one of the facts and figures.<br>For an overview of the NHS, look at <a href="#">this article on Full Fact</a><br>Related goals: 10, 16                                                          |
| <b><u>4 Quality Education</u></b><br>Ensure inclusive and quality education for all and promote lifelong learning for everyone, no matter who they are or where they are.                 |                                                                                                                                                                                                                                                                                                            |
| <b>School in the UK</b>                                                                                                                                                                   | Before the session, remind yourself of when children must <a href="#">start school</a> (5) and when they can choose to <a href="#">leave school</a> (16).<br>Related goals: 10                                                                                                                             |
| <b>Learning for life</b>                                                                                                                                                                  | Before the session, find out about the museums and galleries in your area and an idea of what you can see or do there.<br>Related goals: 9, 11                                                                                                                                                             |
| <b>Fact checking</b>                                                                                                                                                                      | Before the session, find out <a href="#">what an infodemic</a> is on the World Health Organisation's website.<br>Watch the video on <a href="#">how to check information with the www. method</a> on the <a href="#">Buzz Manchester</a> website to familiarise yourself with www.<br>Related goals: 3, 16 |
| <b><u>5 Gender Equality</u></b><br>Ensure equal access to education, health care and decent work for women and girls. End discrimination and violence against women and girls everywhere. |                                                                                                                                                                                                                                                                                                            |
| <b>Gender Pay Gap</b>                                                                                                                                                                     | Before the session, visit the <a href="#">UN Women website</a> to find out more about women and employment. These <a href="#">infographics</a> clearly present a range of facts on where women stand today in the changing world of work.<br>Related goals: 1, 8, 10                                       |
| <b>Inspiring Women</b>                                                                                                                                                                    | Before the session, think about a woman who inspires you so you are ready to share an example with your learners.<br>Related goals: 10                                                                                                                                                                     |
| <b>Safe Spaces for Women and Girls</b>                                                                                                                                                    | Before the session, visit the UN Women website to find out about the <a href="#">Safe Spaces Now</a> campaign.<br>Related goals: 3, 10, 11, 16                                                                                                                                                             |

# Teacher notes and sources

| Activity                                                                                                                                                  | Notes and sources                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>6 Clean Water and Sanitation</u></b><br>Ensure access to clean water and toilets for everyone. Value, protect and restore sources of water.         |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Saving Water</b>                                                                                                                                       | Before the session, read the UN's leaflet on <a href="#">Clean Water and Sanitation - Why It Matters</a> . Look at the <a href="#">Friends of the Earth website</a> for tips on saving water.<br>Related goals: 12                                                                                                                                                       |
| <b>Hand Hygiene</b>                                                                                                                                       | Before the session, look at the <a href="#">NHS advice on hand hygiene</a> .<br>Related goals: 3                                                                                                                                                                                                                                                                         |
| <b>Valuing Water</b>                                                                                                                                      | Before the session, look at the <a href="#">World Water Day</a> resources on Valuing Water campaign. To view previous campaigns, go to the <b>archive page</b> .<br>Related goals: 10, 16                                                                                                                                                                                |
| <b><u>7 Affordable and Clean Energy</u></b><br>Enable everyone to access affordable, reliable, sustainable and modern energy that is clean and renewable. |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Saving Energy</b>                                                                                                                                      | Before the session, find out about ways you can save energy in the home. There are some good tips on the <a href="#">Energy Saving Trust</a> website and this <a href="#">BBC quiz on saving energy</a> at home is a useful resource.<br>Related goals: 12, 13                                                                                                           |
| <b>Energy Sources</b>                                                                                                                                     | Before the session, familiarise yourself with <a href="#">different energy sources</a> and if they are clean/renewable. The images show coal, wind (R), tidal (R), hydroelectric (R), solar (R), petrol/diesel, wood and gas. The <a href="#">Energy Saving Trust</a> has some useful information about switching to a Green tariff.<br>Related goals: 9, 11, 12, 13, 15 |
| <b>Alternatives to Fossil Fuels</b>                                                                                                                       | Before the session, read <a href="#">Affordable and Clean Energy: Why It Matters</a> and familiarise yourself with <a href="#">different energy sources</a> .<br>Related goals: 3, 9, 11, 12, 13, 15                                                                                                                                                                     |

# Teacher notes and sources

| Activity                                                                                                                                                                                                                                             | Notes and sources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>8 Decent Work and Economic Growth</u></b><br>Promote inclusive and sustainable economic growth and create employment opportunities and decent work for all.                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>National Living Wage</b>                                                                                                                                                                                                                          | Before the session, check the <a href="#">National Living Wage</a> . In 2021 it was £8.91 for people aged 23 and over. You will need to check and update any reference to the National Living Wage as this changes regularly.<br>Related goals: 1                                                                                                                                                                                                                                                                               |
| <b>Workers' Rights</b>                                                                                                                                                                                                                               | Before the session, have a look at the information on <a href="#">Rights at Work on the Citizen's Advice Bureau</a> website.<br>If you work more than <b>6</b> hours a day, you are entitled to a rest break. The maximum you should work in a week is <b>48</b> hours. You get <b>5.6</b> weeks paid leave a year if you are full time.<br>Related goals: 1, 16                                                                                                                                                                |
| <b>Soft Skills</b>                                                                                                                                                                                                                                   | Before the session, find out about <a href="#">soft skills on the Careers Service</a> website. Collate information about opportunities to develop soft skills that you can signpost learners to.<br>Related goals: 4                                                                                                                                                                                                                                                                                                            |
| <b><u>9 Industry, Innovation and Infrastructure</u></b><br>Encourage industries that bring opportunities to everyone while protecting the environment, supported by resilient infrastructure such as reliable transport and technological innovation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Travel and Transport</b>                                                                                                                                                                                                                          | Before the session, gather information about local transport, including any new initiatives, such as the introduction of cycle lanes and pedestrianising areas. To prepare for discussing cleaner forms of travel and transport, <b>Energy Saving Trust</b> has some information and advice around <a href="#">low carbon travel</a> , including active travel which has a <a href="#">useful sustainable travel hierarchy infographic</a> , as well as information on <a href="#">shared travel</a> .<br>Related goals: 11, 13 |
| <b>Using Digital Devices and the Internet</b>                                                                                                                                                                                                        | Before the session, find out about the <a href="#">Essential Digital Skills Framework</a> . Collate information about opportunities to develop digital skills that you can signpost learners to, including online opportunities like <a href="#">Learn My Way</a> and <a href="#">Make it Click</a> .<br>Related goals: 4, 8                                                                                                                                                                                                    |
| <b>Improving your Area</b>                                                                                                                                                                                                                           | This activity lends itself to participatory approaches. You can find out more about participatory approaches in this <a href="#">activity pack produced by the Learning and Work Institute</a> .<br>Related goals: 11                                                                                                                                                                                                                                                                                                           |

# Teacher notes and sources

| Activity                                                                                                                                                                                                                                                   | Notes and sources                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b><u><a href="#">10 Reduced Inequalities</a></u></b><br/>           Reduce inequalities between rich and poor people and countries and make sure that everyone everywhere has a chance to live a healthy and happy life.</p>                           |                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Equality Act</b></p>                                                                                                                                                                                                                                 | <p>Before the session, refresh your understanding on the Equality Act by visiting the <a href="#">Equality and Human Rights Commission</a> website. This <a href="#">video</a> provides a clear overview of the protected characteristics. This <a href="#">glossary</a> includes some useful definitions of terms related to the Equality Act.<br/>           Related goals: 5, 8, 16</p> |
| <p><b>Inequality</b></p>                                                                                                                                                                                                                                   | <p>Before the session, find out about <a href="#">Oxfam's Fight Inequality, Beat Poverty</a> campaign.<br/>           Related goals: 1, 2, 3, 4, 5, 6, 8, 16</p>                                                                                                                                                                                                                           |
| <p><b>Extreme Wealth, Extreme Poverty</b></p>                                                                                                                                                                                                              | <p>Before the session, find out about <a href="#">Oxfam's Fight Inequality, Beat Poverty</a> campaign and this video, <a href="#">What is inequality?</a><br/>           Related goals: 10, 16</p>                                                                                                                                                                                         |
| <p><b><u><a href="#">11 Sustainable Cities and Communities</a></u></b><br/>           Ensure cities and communities are clean, safe and sustainable, with good housing and services, as well as clean transport systems and green spaces for everyone.</p> |                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Local Parks and Green Spaces</b></p>                                                                                                                                                                                                                 | <p>Before the session, identify local parks and green spaces and the available facilities. You may want to find some photographs or maps to use in class.<br/>           Related goals: 3, 9, 15</p>                                                                                                                                                                                       |
| <p><b>Choosing Where to Live</b></p>                                                                                                                                                                                                                       | <p>This activity lends itself to participatory approaches. You can find out more about participatory approaches in this <a href="#">activity pack produced by the Learning and Work Institute</a>.<br/>           Related goals: 3, 4, 8, 9</p>                                                                                                                                            |
| <p><b>Air Pollution</b></p>                                                                                                                                                                                                                                | <p>Before the session, visit the <a href="#">Clean Air Hub</a> to find out more about the causes and impact of air pollution, what we can do to reduce air pollution and the effect on our lives. This <a href="#">video</a> is a useful introduction to air pollution.<br/>           Related goals: 3, 9, 15</p>                                                                         |

# Teacher notes and sources

| Activity                                                                                                                                                                                                                                                        | Notes and sources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b><u>12 Responsible Consumption and Production</u></b><br>Encourage individuals, companies and governments to think about the things we produce and use and the waste we create in order to take more sustainable actions and reduce the impact on the planet. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Reduce, Reuse, Recycle</b>                                                                                                                                                                                                                                   | Before the session, find out about local donation, recycling and waste disposal services and collate relevant information for learners, such as what can and can't be recycled, use of bins, location of facilities and collection points. The <a href="#">Recycle Now</a> website is a useful source of information.<br>Reduce - use less; reuse - use again; recycle - use in a different way.<br>Related goals: 2, 13, 14, 15                                                                                                       |
| <b>Fast Fashion</b>                                                                                                                                                                                                                                             | Before the session, find out about fast fashion and its impact on the environment. This BBC report <a href="#">How do we slow down fast fashion?</a> introduces fast fashion and its impact on the environment.<br>Related goals: 13, 14, 15                                                                                                                                                                                                                                                                                           |
| <b>Reduce Waste</b>                                                                                                                                                                                                                                             | Before the session, find out about recycling and rubbish by reading this BBC article <a href="#">Where does our recycling and rubbish go?</a><br>Related goals: 2, 13, 14, 15                                                                                                                                                                                                                                                                                                                                                          |
| <b><u>13 Climate Action</u></b><br>Take urgent action to combat climate change and change its impact.                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Climate Action: what can you do?</b>                                                                                                                                                                                                                         | Before the session, find out more about climate change. There is lots of information on the <a href="#">Greenpeace</a> website and this <a href="#">BBC page on climate change</a> has some useful clearly presented information and videos.<br>The images for the activity relate to eating a more plant based diet, active travel and giving your support to climate action. The UN have identified <a href="#">10 actions</a> we can all take to combat climate change in the Act Now campaign.<br>Related goals: 2, 11, 12, 14, 15 |
| <b>How is the Climate Changing?</b>                                                                                                                                                                                                                             | Before the session, find out more about climate change. There is lots of information on the <a href="#">Greenpeace</a> website, including the difference between <a href="#">weather and climate</a> :<br>Weather - what you experience day to day: sun, rain, wind or snow.<br>Climate - the long term average of the weather for a specific region over a long period of time – typically 30 years or more.<br>Related goals: 2, 7, 9, 11, 12, 14, 15                                                                                |
| <b>Reducing your Carbon Footprint</b>                                                                                                                                                                                                                           | Before the session, try out the suggested Carbon Footprint calculators to decide if you want to use one or both: <a href="#">Go Climate</a> or <a href="#">WWF</a> .<br>The UN have identified <a href="#">10 actions</a> we can all take to combat climate change in the Act Now campaign.<br>Related goals: 2, 6, 7, 9, 11, 12, 14, 15                                                                                                                                                                                               |

# Teacher notes and sources

| Activity                                                                                                                                                        | Notes and sources                                                                                                                                                                                                                                                                                         |
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| <b><u>14 Life Below Water</u></b><br>Conserve and sustainably use the oceans, seas and marine resources.                                                        |                                                                                                                                                                                                                                                                                                           |
| <b>Use less plastic</b>                                                                                                                                         | Before the session, visit the <a href="#">Clean Seas</a> website to find out about the impact of plastic in our seas, as well as ways to <a href="#">take action</a> for clean seas.<br>Related goals: 12, 13, 15                                                                                         |
| <b>Overfishing</b>                                                                                                                                              | Before the session, find out about sustainable seafood on the <a href="#">Marine Conservation Society</a> website and the <a href="#">Good Fish Guide</a> which provides information about sustainable seafood.<br>Related goals: 2, 12, 13, 15                                                           |
| <b>Plastics in your bathroom</b>                                                                                                                                | Before the session, use the Clean Seas interactive tool, <a href="#">What's in your bathroom?</a> to explore the hidden plastics in cosmetics and personal care products.<br>Related goals: 12, 13, 15                                                                                                    |
| <b><u>15 Life on Land</u></b><br>Stop activities that threaten our global home, including deforestation, land degradation and loss of animal and plant species. |                                                                                                                                                                                                                                                                                                           |
| <b>Grow your own</b>                                                                                                                                            | Before the session, collate information about allotments and other community gardening projects in the local area - you can usually find out information on the local council website. You can also find information on the <a href="#">National Allotment Society website</a> .<br>Related goals: 13, 14 |
| <b>Talking about the environment</b>                                                                                                                            | Before the session, collate meanings for the suggested words.<br>Related goals: 13, 14                                                                                                                                                                                                                    |
| <b>Go wild</b>                                                                                                                                                  | Before the session, read this BBC article on <a href="#">why wildflowers meadows are so special</a> and find out why wildflowers matter on the <a href="#">Grow Wild</a> website. You could get some photos of wildflowers in the local area.<br>Related goals: 13, 14                                    |

# Teacher notes and sources

| Activity                                                                                                                                                                                                                                                                       | Notes and sources                                                                                                                                                                    |
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| <b><u><a href="#">16 Peace, Justice and Strong Institutions</a></u></b><br>Ensure that everyone can live in a peaceful society, where they can have access to justice and don't have to live in fear. Encourage everyone to participate in the public life of their countries. |                                                                                                                                                                                      |
| <b>Peace</b>                                                                                                                                                                                                                                                                   | Before the session, reflect on the meaning of peace.                                                                                                                                 |
| <b>Voting</b>                                                                                                                                                                                                                                                                  | Before the session, consider the reasons to vote, visit the <a href="#">Electoral Commission</a> website to find out who can vote, elections and how to register.                    |
| <b>Human Rights</b>                                                                                                                                                                                                                                                            | Before the session, refresh your knowledge about Human Rights. There is lots of information on the <a href="#">Equality and Human Rights Commission</a> website.                     |
| <b><u><a href="#">17 Partnerships for the Goals</a></u></b><br>Encourage governments, the private sector, civil society and individuals to work together to reach the goals.                                                                                                   |                                                                                                                                                                                      |
| <b>Helping each other</b>                                                                                                                                                                                                                                                      | Before the sessions, think about the value of working together. The images for the activity represent sharing ideas, communication, support and encouragement and financial support. |
| <b>Working together</b>                                                                                                                                                                                                                                                        | Before the session, think about phrases that promote the importance of working together.                                                                                             |
| <b>About the United Nations</b>                                                                                                                                                                                                                                                | Before the session, visit the <a href="#">Essential UN website</a> to find out more about the how and when the UN was formed, who is part of the UN and the work it does.            |

| DELIVERED BY                                                                       | DEVELOPED BY                              |  | FUNDED BY                                                                                                                    |
|------------------------------------------------------------------------------------|-------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Manchester<br/>Adult<br/>Education</b> |  | <br><b>Department<br/>for Education</b> |