CLIL e cittadinanza globale

IC "Toniolo"

10 marzo 2022

Luisanna Paggiaro

Active citizen? Yes, CLIL can!
https://it.pearson.com/aree-disciplinari/english/sustainability/active-citizen-yes-clil-can.html

Agenda

- Cittadinanza globale: un approccio trasversale alle discipline

- I principi di base del CLIL

- Gli sviluppi odierni: *pluriliteracies*

- Ruoli: DNL e DL

- Percorsi CLIL: esempi e modelli

Tuttomondo, Pisa, 1989
Keith Allen Haring (1958- 1990)

Cittadinanza globale e sviluppo sostenibile

È un'idea, a livello mondiale, che implica **diritti**, ma anche **doveri e responsabilità** verso il pianeta, verso i Paesi in via di sviluppo, verso le generazioni future.

Un'idea di cittadinanza **più consapevole, intergenerazionale e interculturale**, per tutti, oltre i confini nazionali e internazionali. Un'idea che si sposa al **concetto di sviluppo sostenibile** inteso come la capacità per l'essere umano di vivere entro i limiti di un pianeta, garantendo simultaneamente **un ambiente sano, una prosperità economica e una giustizia sociale per tutti**, in modo da assicurare il benessere e la qualità della vita **non solo alle generazioni presenti ma anche a quelle future**.

Citizenship is most often understood as a status. The legal status of citizen is currently determined as relating to a particular nation state. Political debates and policy developments focus on who he is, and who is not, a citizen, with particular rights and obligations...
*Yet citizenship is much more than status, it also involves **feeling**, the degree to which individuals feel they belong, and citizen **participation and engagement**, what can be termed the practice of **citizenship.***

Osler and Starkey, *Citizenship and Language Learning* (2004)
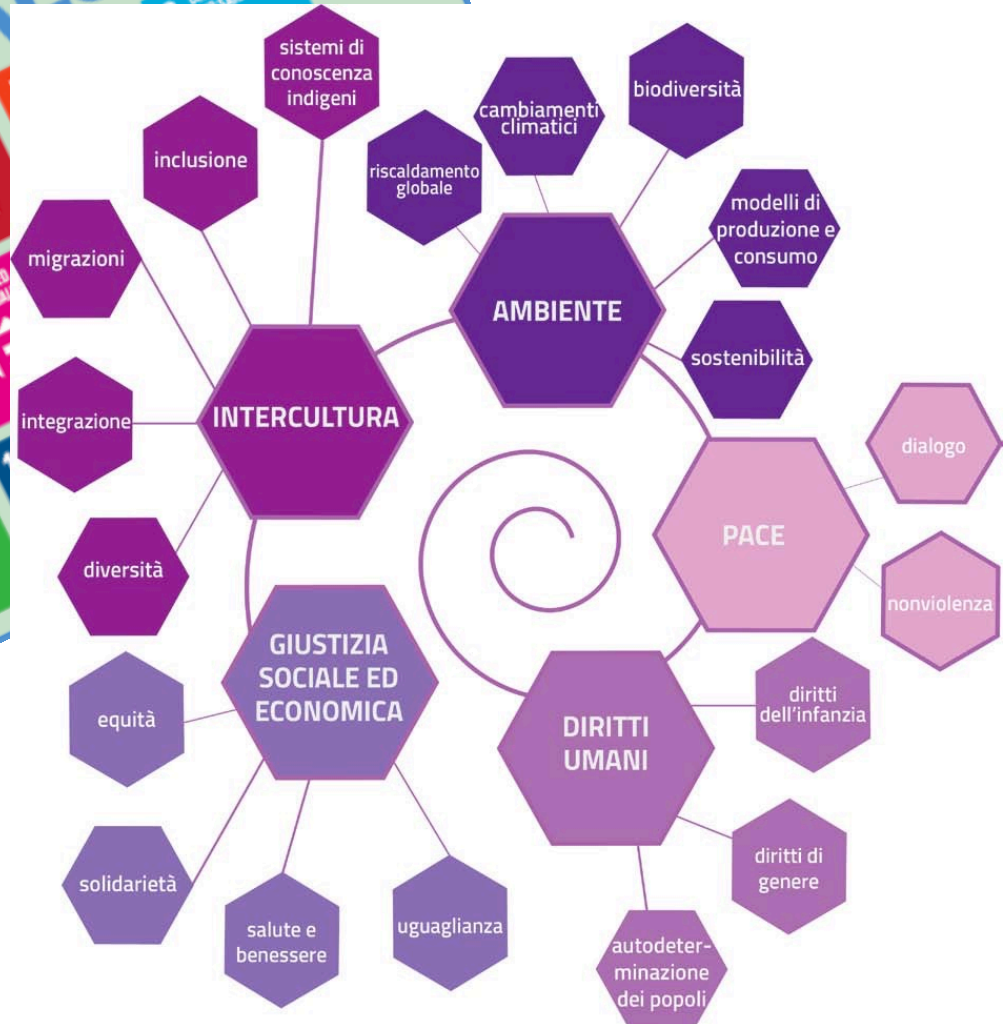
CITTADINANZA GLOBALE

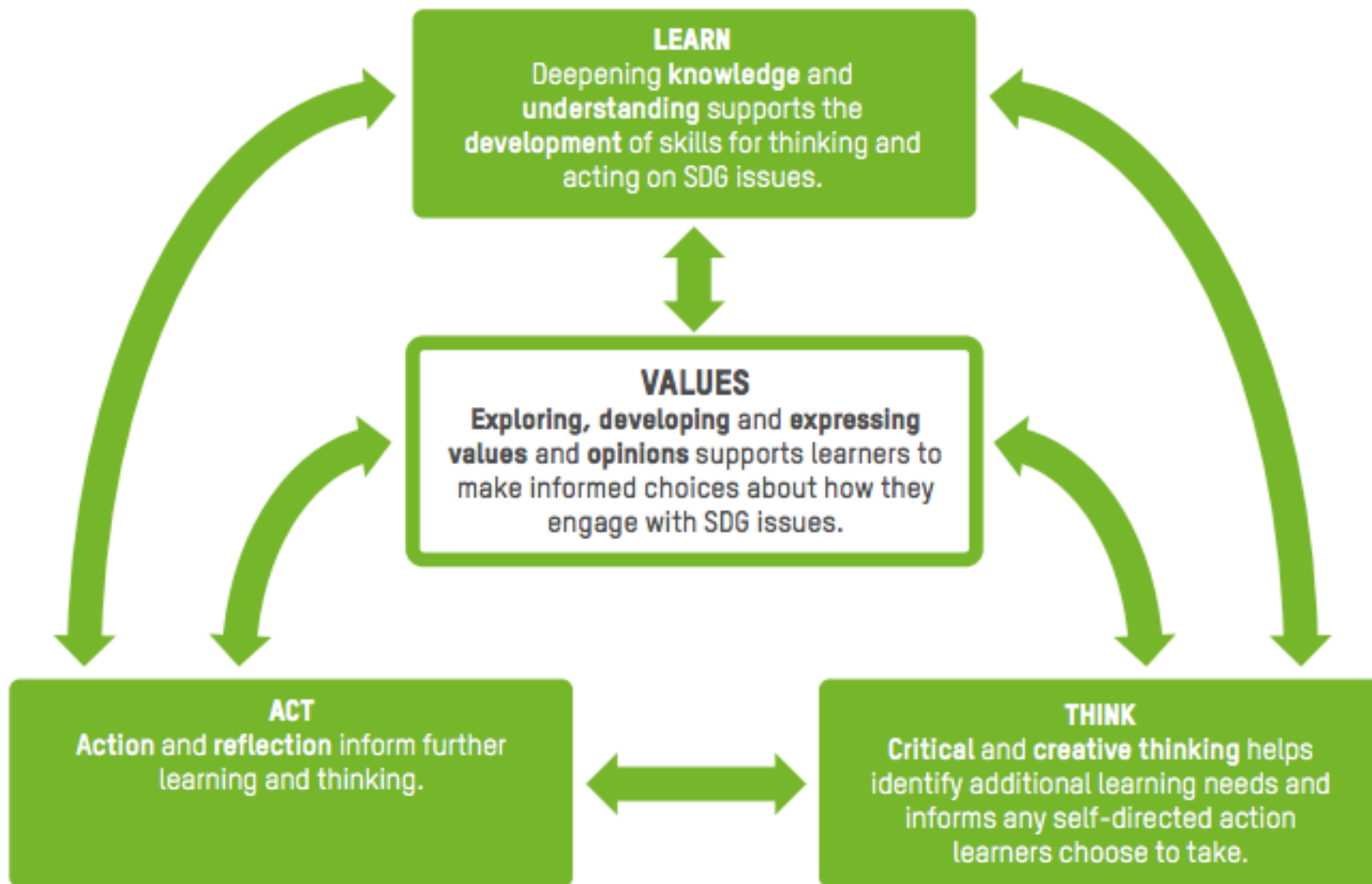|	Soft global learning/charity mindset	Critical global learning/social justice mindset
Approach (What?)	One-off campaigns, assemblies, theme days, food tasting Charity or fundraising linked to local, and global events/needs Moral/emotive focus (caring value) Focus on poverty (reduction of), helplessness or lack of rights	Global learning approaches within lessons/ topics as well as one-off events/days Consider and explore local and global issues Knowledge and understanding focus (educational value) Focus on inequality, social justice and rights
Reason (Why?)	'Impulse to help', moral, being 'good' Responsibility FOR the other (or to teach them) Caring for poor people	'Impulse to understand', equity and ethical. Responsibility TOWARDS the other (to learn/decide with the other) Solidarity with people without rights or opportunities, and challenge this where possible
Action (How?)	Help people to survive poverty – raising money for poor countries overseas Sharing our wealth	Participate in structural change for elimination of poverty and inequality Critiquing how we became wealthy
Learning (Message)	Reduce poverty through charitable work, campaigning and fundraising	Challenge inequality and injustice, and support rights for all
Outcomes (Positive)	Feel-good factor Greater awareness of some of the problems Motivation to help/do something	Sustained engagement Independent/critical thinking, and more informed, responsible and ethical action Encourage pupil voice and advocacy Encourages self-reliance and self-determination for poor countries
Outcomes (Negative)	Can encourage or sustain a sense of cultural superiority or privilege Sustains dependency for poor countries Reinforces prejudice and stereotypes Uncritical action	Sometimes uncomfortable, and can bring about guilt and shame Can feel overwhelming leading to a feeling of helplessness
Ultimate goal (of education?)	Empower individuals <u>to act</u> (or become active citizens) according to <u>what has been defined for them</u> as a good life or ideal world	Empower individuals <u>to reflect critically</u> on their understandings and perceptions, <u>to imagine different futures</u>, and <u>to take responsibility</u> for their decisions and actions
Pupil participation (Where does change happen?)	From the outside to the inside (imposed change)	From the inside to the outside (negotiated change)

Simpson, J. and Barker, L. (2016) Adapted from Andreotti, V., Barker, L. and De Souza, L.M. (2006) *Critical Literacy in Global Citizenship Education.* Centre for the Study of Global and Social Justice and Global Education, Global Education Derby

KEY ELEMENTS FOR DEVELOPING ACTIVE AND RESPONSIBLE GLOBAL CITIZENSHIP

Knowledge and understanding	Skills	Values and attitudes
• Social justice and equity • Identity and diversity • Globalisation and interdependence • Sustainable development • Peace and conflict • Human rights • Power and governance	• Critical and creative thinking • Empathy • Self-awareness and reflection • Communication • Cooperation and conflict resolution • Ability to manage complexity and uncertainty • Informed and reflective action	• Sense of identity and self-esteem • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Concern for the environment and commitment to sustainable development • Commitment to participation and inclusion • Belief that people can bring about change

FIGURE 1: LEARN-THINK-ACT FRAMEWORK

LEARN
Deepening **knowledge** and **understanding** supports the **development** of skills for thinking and acting on SDG issues.

VALUES
Exploring, **developing** and **expressing** **values** and **opinions** supports learners to make informed choices about how they engage with SDG issues.

ACT
Action and **reflection** inform further learning and thinking.

THINK
Critical and **creative thinking** helps identify additional learning needs and informs any self-directed action learners choose to take.

The Sustainable Development Goals - A Guide for Teachers, Oxfam

CLIL Background Theory

- *The 4Cs Framework*: *Content* (progression in knowledge and skills); *Communication* (interaction, language using to learn); *Cognition* (engagement: thinking and understanding); *Culture* (self and other awareness/citizenship)

- *Bloom's taxonomy* (revised by Anderson and Karthwohl) quite useful to identify LOTS and HOTS

- *The language Triptych*: language *of* learning, language *for* learning and language *through* learning

- *Cummins's quadrant* for exploring the relationship between cognition and language, for defining BICS and CALP.

Da Mehisto, Marsh, Coyle, Ball, Kelly, Clegg…

The 4Cs Framework of CLIL
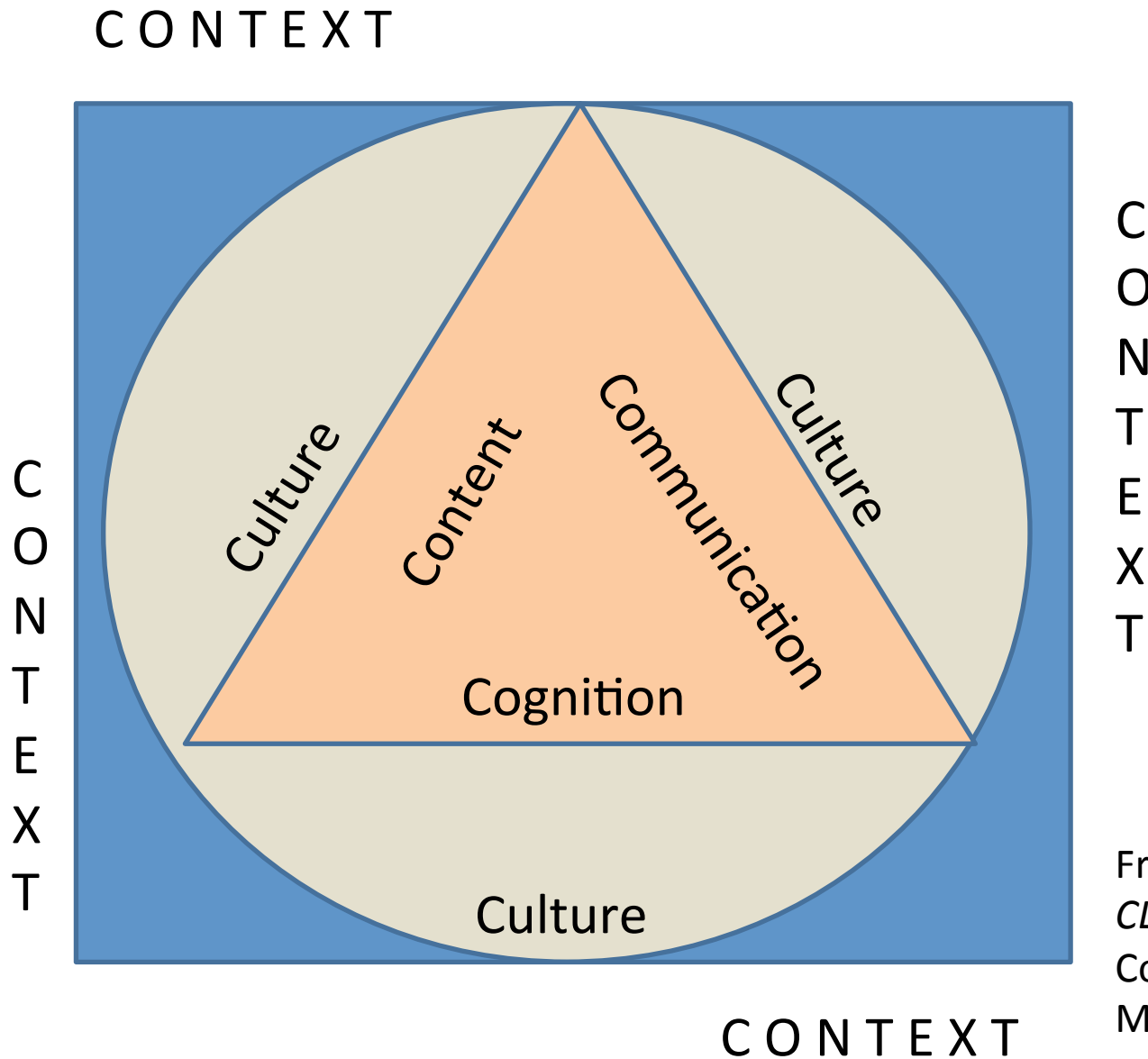
From
CLIL
Coyle, Hood,
Marsh (2010)

Content is.....

......the **focus** of learning.

It can be a subject discipline (e.g. Geography, History) or a theme /cross-disciplinary topic (e.g. global citizenship, sustainability) or related to other areas of the curriculum with an inter-disciplinary focus (e.g. story telling) taught by any teacher (language or subject or generalist).

Cognition is.....

........all about the processes involved in **meaning-making** such as:
- using new and existing knowledge
- engaging in problem-solving
- using higher order thinking skills
- being creative

Communication is.....

......all about language needed to construct knowledge. It involves **language learning** (language progression, acquiring new language linked to learning) and **language using** (using language to express what is being learned).

Culture is.....

The Culture Filter

Societal cultures (macro)   Academic Cultures (micro)
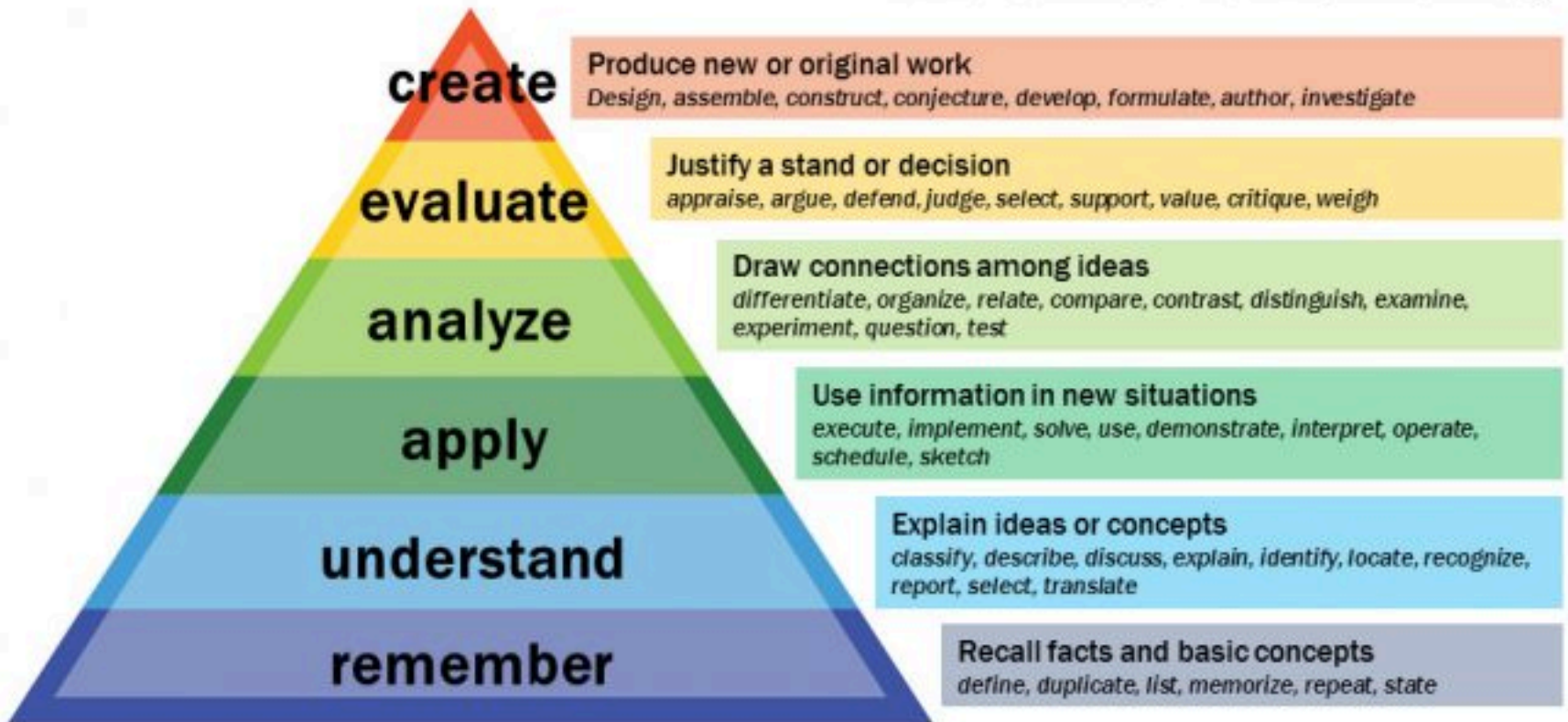
.... the **filter** through which we interpret our world.
- The **macro level** involves societal values in our home and other contexts
- The **micro level** focuses on subject-specific cultures that impact on the ways we learn and think in different subjects disciplines.

The 4 Cs

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

Revised version (2001)

To use the 4Cs planning guide: **Language of Learning**

Collegare content & communication.

- What language do they need to work with the content? Specialised vocabulary and phrases?
- What kind of talk will they engage in? What kind of texts will they produce?
- Will I need to check out key grammatical coverage of a particular tense or feature eg comparatives and superlatives?
- What about the language of tasks and classroom activities?

CLIL Linguistic progression

Language for Learning

Language through Learning

Silvia Minardi - Lend

Cummins' Iceberg Theory

BICS Basic Interpersonal Communication Skills

The language necessary for day to day living, including conversations with friends, informal interaction

CONTEXT embedded

CALP Cognitive Academic Language Proficiency

The language necessary to understand and discuss content in the classroom

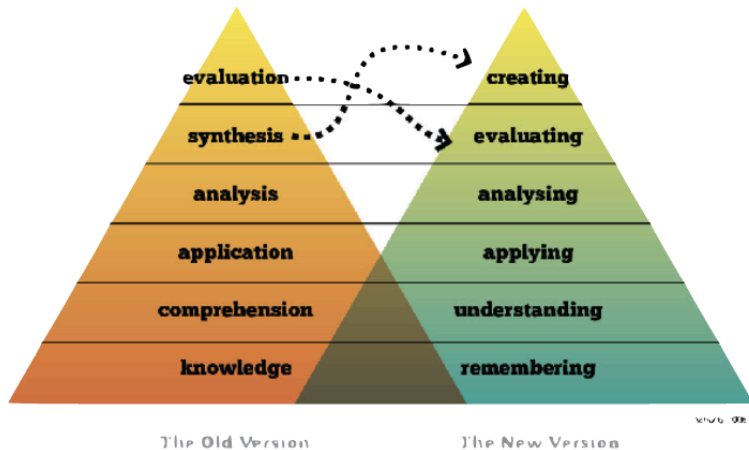**CONTEXT reduced** (fewer non-verbal cues and the language is more abstract)

Jim Cummins (1979)

Create
Evaluate
Analyze
Apply
Understand
Remember
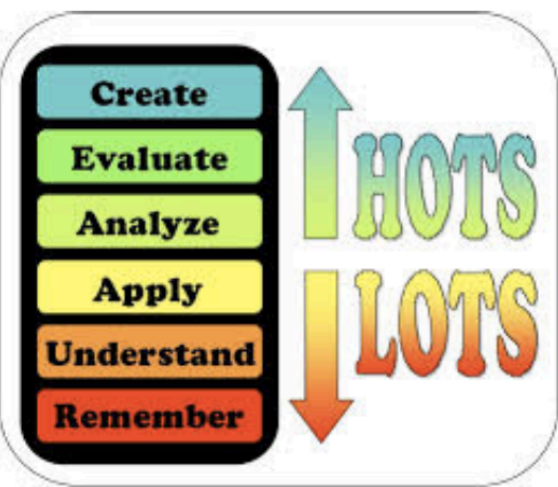
Si lavora sulle abilità del pensiero, passando dalle LOTS alle HOTS, permettendo lo sviluppo del cognitivo e un *engagement* totale.

LOTS= low order thinking skills
HOTS= high order thinking skills

Le **attività** proposte sono graduate e **coinvolgono la classe anche da un punto di vista cognitivo**, in modo che gli apprendimenti disciplinari siano "manipolati" dagli alunni e vengano meglio compresi attraverso **task** pianificati in sequenza seguendo l'approccio CLIL. In questo modo si mira all'acquisizione degli apprendimenti disciplinari e delle competenze linguistiche allo stesso tempo.

Marina Screpanti

evaluation — creating
synthesis — evaluating
analysis — analysing
application — applying
comprehension — understanding
knowledge — remembering

The Old Version   The New Version

Multimodality

Language has to be seen in a new light: no longer as central and dominant, fully capable of expressing all meanings, but as one means among others for making meaning, each of them specific.
Kress, G. (2010)

GUNTHER KRESS
Multimodalità
Un approccio socio-semiotico
alla comunicazione contemporanea

A cura di ELISABETTA ADAMI
Presentazione di PIERPAOLO LIMONE

Progedit

We are more than we speak, hear, write or read

Who I am and who I become in a social environment

My identity not only relies on my language

Identity restricted to speech or writing is a restricted notion

Quotations from "Why adopt a multimodal approach"?
Berit Henriksen in conversation with Gunther Kress (Recorded 2012)
https://mediacentral.ucl.ac.uk/Play/19716

La "nuova frontiera" del CLIL

Pluriliteracies = "alfabetizzazioni":

Con questo termine non si intende riferirsi soltanto all'alfabetizzazione primaria (i vecchi "leggere, scrivere e far di conto"), ma ad un complesso di abilità tra loro strettamente connesse:

- **l'interazione tra lingue e tra culture**;
- la **gestione delle varietà linguistiche** entro una stessa lingua;
- e le "**nuove alfabetizzazioni**": sistemi e codici di segni plurali o multimediali (verbali e non verbali, lineari e non-lineari, mediate dalle tecnologie o sociali, strumenti di comunicazione e di costruzione di significati in comunità locali e globali, reali o virtuali, che interagiscono in reti).
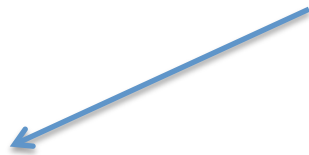
Pluriliteracies develop because of:
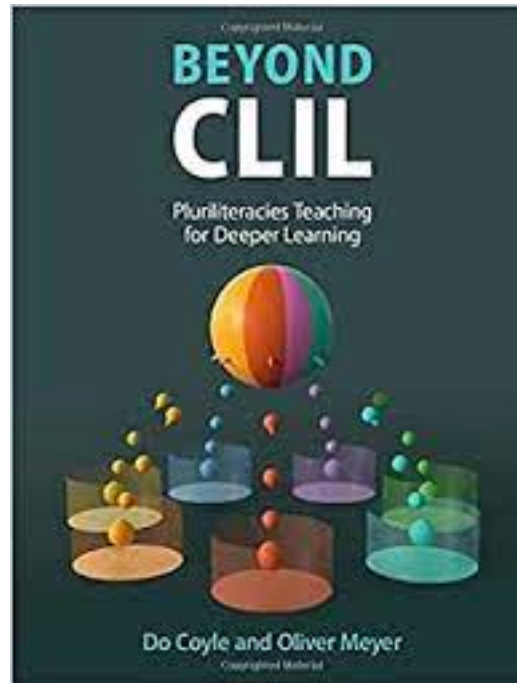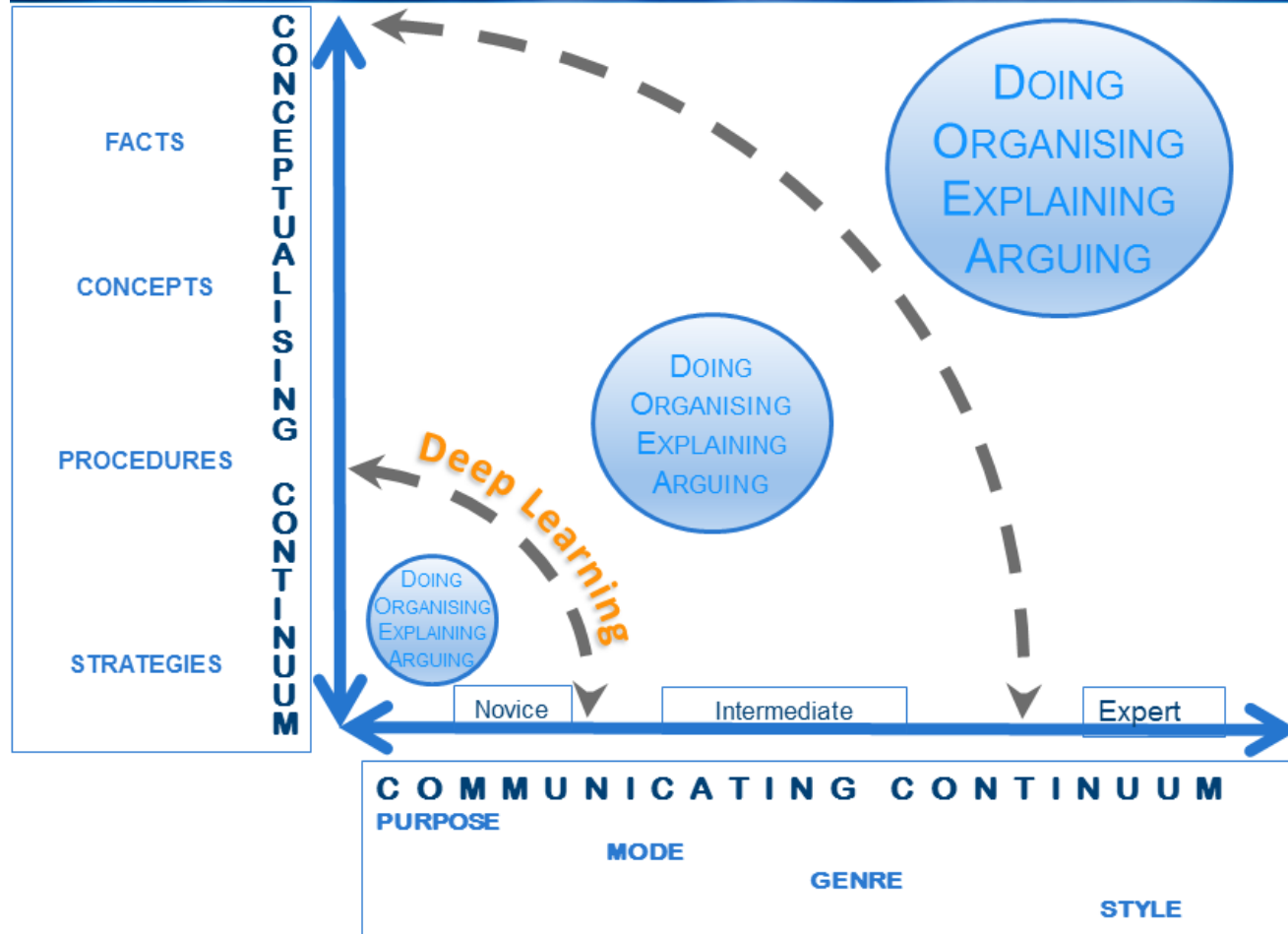
Linguistic diversity

Multimodal forms

due to:
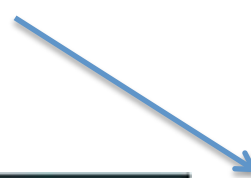
The proliferation of diverse modes of communication through technologies

BEYOND CLIL

Pluriliteracies Teaching for Deeper Learning

Do Coyle and Oliver Meyer

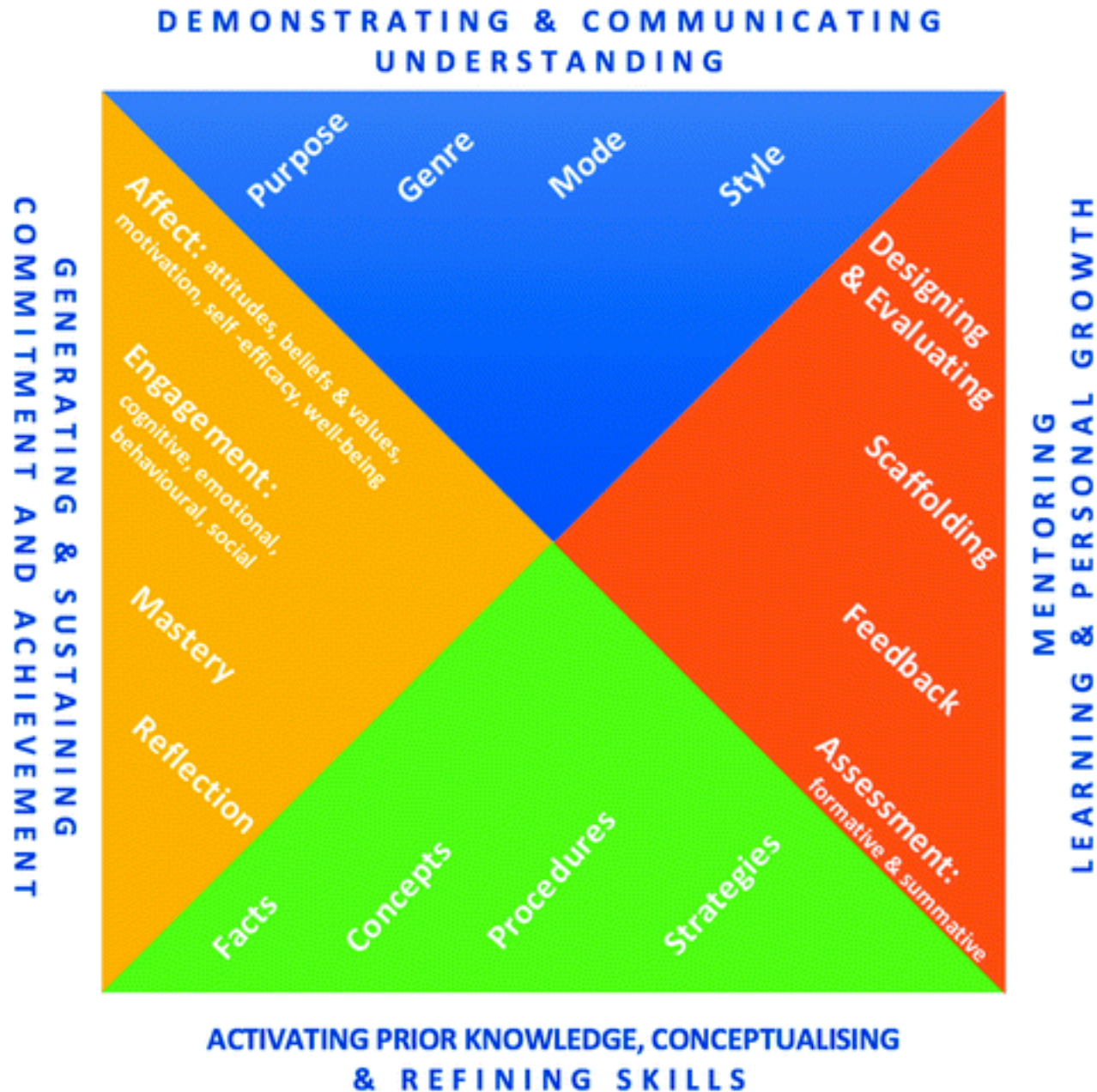Growing linguistic and cultural diversity also due to transnational migration

2021

Mapping Pluriliteracies Development (Graz Group 2015)

The interconnectivity of the two dimensions: Knowledge and Communication
https://pluriliteracies.ecml.at

The revised Pluriliteracies Model for Deeper Laerning
Beyond CLIL- Pluriliteracies Teaching for Deeper Learning, p. 187

Graz Group
Do Coyle, University of Aberdeen

PluriLiteracies Principles

If learning is conceptualised as progression along knowledge pathways then…..

- Start with developing basic literacies skills
- Progress towards subject literacies
- Increasingly broaden ways of expressing knowledge and understanding - using appropriate genres, different styles and different modes
- Pluriliteracies evolve when more than one language is learned and used.

Implications [1]

- The Model **challenges** ways of integrating learning in CLIL
- By working on language, **learners increase their understanding** (subject and linguistic) and become more able to express their knowledge in appropriate ways.
- **Content and language determine each other** based on cultural contexts for learning (subject and language) and inherent in cognitive processes involved (cognition).

Implications [2]

- Using the Model, defining **different levels of subject literacies** may become possible
- This will 'enforce' **changes to assessment** in CLIL
- The Model **bridges** learning across languages by integrating learning and transfer to other languages.
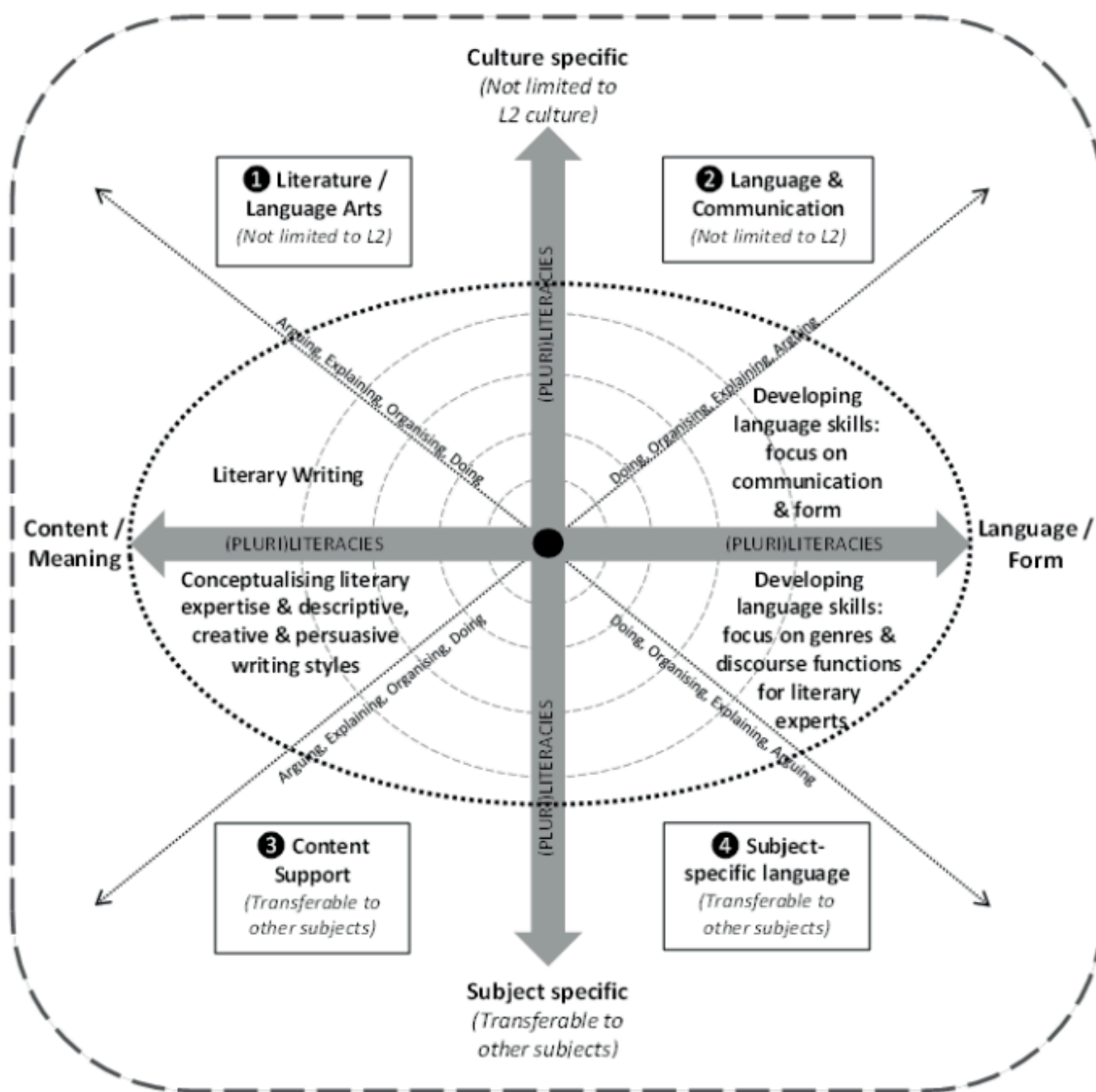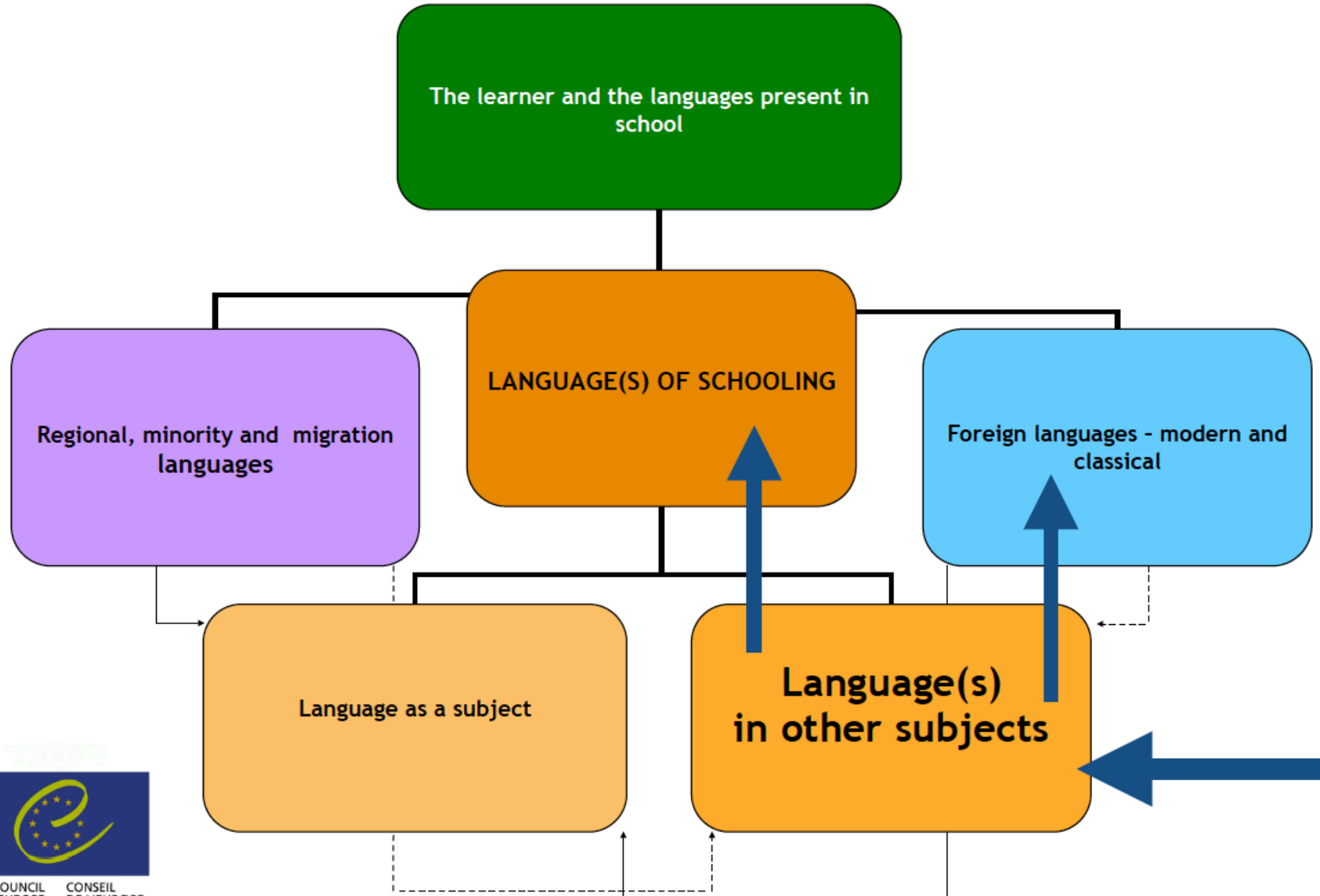- **All learning can benefit** from this approach – including L1.

Figure 5: Adapting Dale et al.'s framework (2018) intersected with PTDL (Meyer et al., 2018)

Council of Europe Project: „Language(s) in Education - Language(s) for Education"

The learner and the languages present in school

LANGUAGE(S) OF SCHOOLING

Regional, minority and migration languages

Foreign languages – modern and classical

Language as a subject

Language(s)
in other subjects

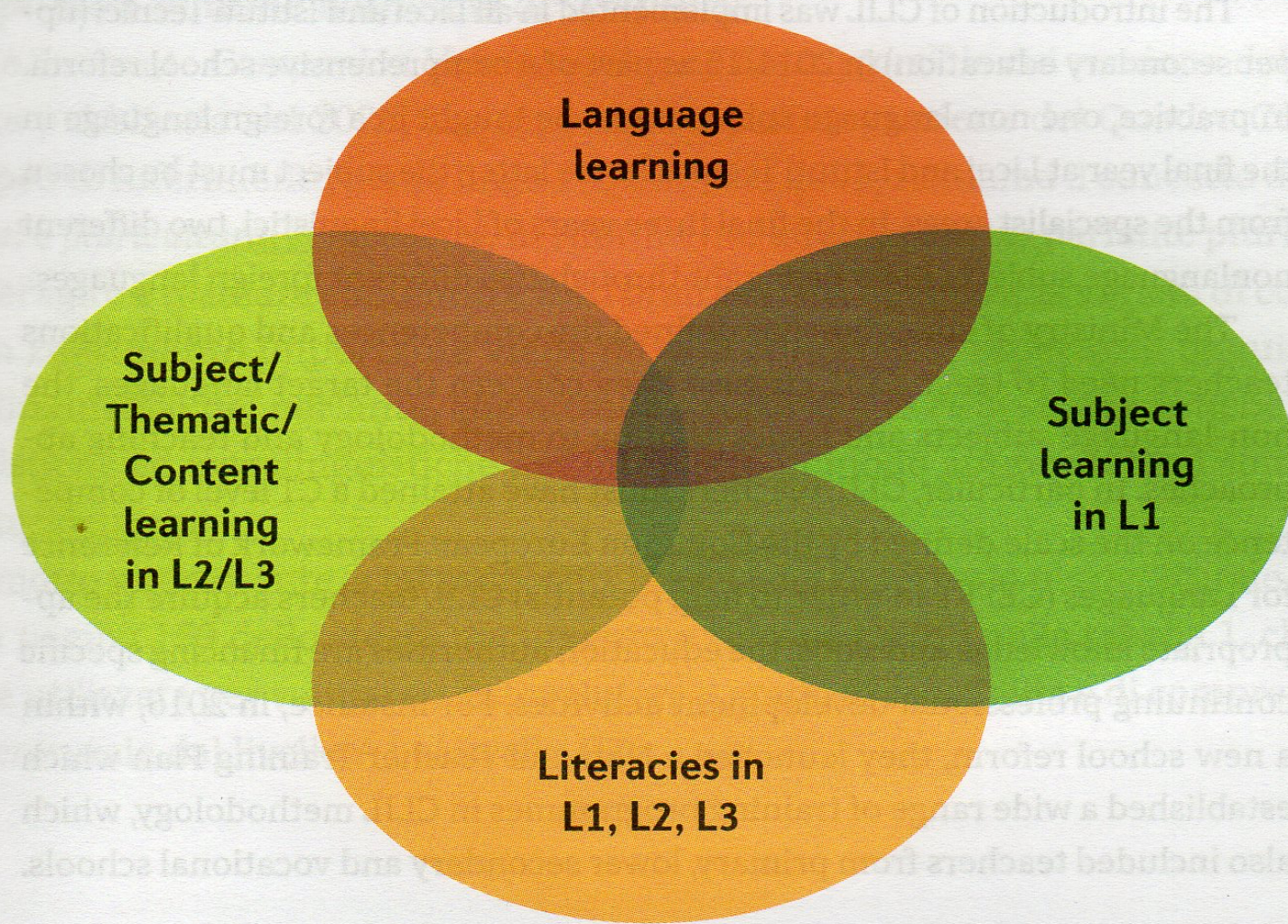COUNCIL   CONSEIL
OF EUROPE   DE L'EUROPE

Figura 7. Repertorio *pluriliterate* nella visione di Do Coyle all'interno del progetto *Pluriliteracies Teaching for Deeper Learning* (adattamento da: Coyle, 2014).

The Handbook (2015) explains why the language dimension is key to closing the achievement gap and describes the components involved in the **use of "academic language"** (the formal language used by the different academic subjects) while proposing strategies for teaching that takes account of language issues **horizontally** (across the different disciplines) and **vertically** (from one level of teaching to another)

https://www.coe.int/en/web/language-policy/a-handbook-for-curriculum-development-and-teacher-training.-the-language-dimension-in-all-subjects

La centralità della lingua
La trasversalità della lingua
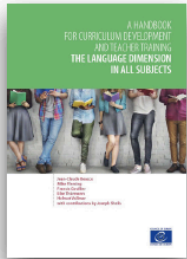
"La lingua è un principio che regola il curricolo in modo trasversale; [...] l'apprendimento viene compromesso in presenza di competenze linguistiche lacunose." (p.23)

"L'importanza della lingua nella costruzione dei saperi e, quindi, nell'apprendimento e nell'insegnamento di una disciplina, è stata chiaramente dimostrata e deve essere pienamente riconosciuta dagli insegnanti, dagli studenti e dai responsabili delle politiche educative. Si dovrebbero definire e integrare le competenze linguistiche nei curricula di ciascuna materia per ogni livello di scolarità [...]. Queste competenze dovrebbero essere insegnate in modo esplicito come elementi costitutivi del processo di costruzione del sapere proprio di ciascuna materia e in modo trasversale tra le diverse materie. Focalizzare l'attenzione sul lessico di ciascuna disciplina non è certamente sufficiente". (2016: 35)

1. Il ruolo della lingua

2. le competenze linguistiche proprie di ciascuna materia vanno insegnate

3. la dimensione trasversale della lingua

Silvia Minardi

Languaging
Literacy
Disciplinary literacies
Pluriliteracies

"These practices move away from focussing on differences between L1 and L2 learning, emphasizing instead that language and literacy practices across languages are interrelated and flexible". (Coyle, 2019)

Silvia Minardi

I linguaggi delle discipline

italiano
storia
umanistiche
religione
geografia

fisica
scienze
matematica
scientifiche
chimica
elettronica
informatica

arte
sport
artistiche
musica

Caratterizzati da:
- lessico dal significato univoco
- fraseologie tipiche della disciplina
- parole ed espressioni del linguaggio quotidiano che assumono un significato unico nella disciplina
- costruzioni sintattiche particolari

Some characteristic features of academic language	Some major functions
In contrast to colloquial informal language: higher frequency of longer complex sentences, impersonal statements and passive voice, abstract terms, nominalisations, complex compound words, particular figurative expressions and lexical or set phrases (e.g. 'crux of the matter', 'point of view'), clarity of expression and low redundancy, condensed texts and complex messages...	communicate complex facts, contexts and arguments, support higher-order thinking, abstraction and concept formation, establish coherence of ideas, avoid personal involvement, facilitate comprehension for distant 'audiences', support arguments with evidence, conveys nuances of meaning, modalizing statements through 'boosting' or 'hedging' etc....

Figure 2.1: Characteristic features and functions of academic language use

Examples of Subject-Specific vs. General Academic Language Use in Different Content Areas		
	Subject-specific language	General academic words and phrases
Language as Subject	Imagery, alliteration, theme, metaphor, plot Stylistic devices This expression is ambiguous	That is, implied, contains, leads us to believe, teaches a message
History	Revolution, emancipation, right, oligarchy To stand up for one's own right, usurp power Rights and obligations	Therefore, as a result, consequently, consist of, on the assumption that... If ...then, end up with, derive, take care of, thus, suppose, prove, confirm
Math	Reciprocal, balance, proof, hypotenuse, obtuse, matrix The curve is (sharply) rising /falling	Hypothesis, variable, infer, results, dependent (on) To increase , to decrease, to stay even or
Science	Mitosis, gravity, force, sublimation Global warming	to even out

Figure 2.2: Distinction between Content Language and General Academic Language Use

The Language Dimension in all Subjects - A Handbook for curriculum development and teacher training, p. 27
https://www.ecml.at/coe-docs/language-dimensions-subjects-EN.pdf

'One of the prevailing scientific opinions is that there is simply not enough evidence to warrant a conclusion on the issue of global warming; however, the scientific community is somewhat divided since one prominent scientist is convinced that the world is in a human-induced warming phase.'

Academic language features found in the passage

Content-Specific Vocabulary
Example: 'global warming' in science

General Academic Vocabulary
Example: 'prevailing' or 'warrant' in language arts, science, social studies, other content areas

Grammatical Structures
Example: long and complex noun/prepositional phrases such as 'a conclusion on the issue of global warming'

Academic Language Functions/Discourse Functions
Example: compare/contrast ('however'), persuade

Figure 2.3: Example illustrating aspects of academic language in context

The Language Dimension in all Subjects (pp. 28; 30)

Six aspects of subject literacy

1. Comprehending/understanding in-depth (the meaning of an utterance, a text, a problem)
2. Communicating and negotiating knowledge
3. Reflecting on the acquisitional process, the learning outcomes and their personal as well as social uses
4. Applying knowledge to and within other contexts
5. Participating in the socio-scientific world
6. Transfering generalisable knowledge,skills,attitudes

Attività linguistiche generali nella classe CLIL

- Uso di un registro formale sociolinguistico (e non un registro familiare)
- Corretto uso della terminologia specifica della disciplina
- Supporto agli studenti per esprimere il loro ragionamento spontaneo
- Precisione nella grammatica e spelling

Tradotto da
The Language Dimension in all Subjects - A Handbook for curriculum development and teacher training, p. 39
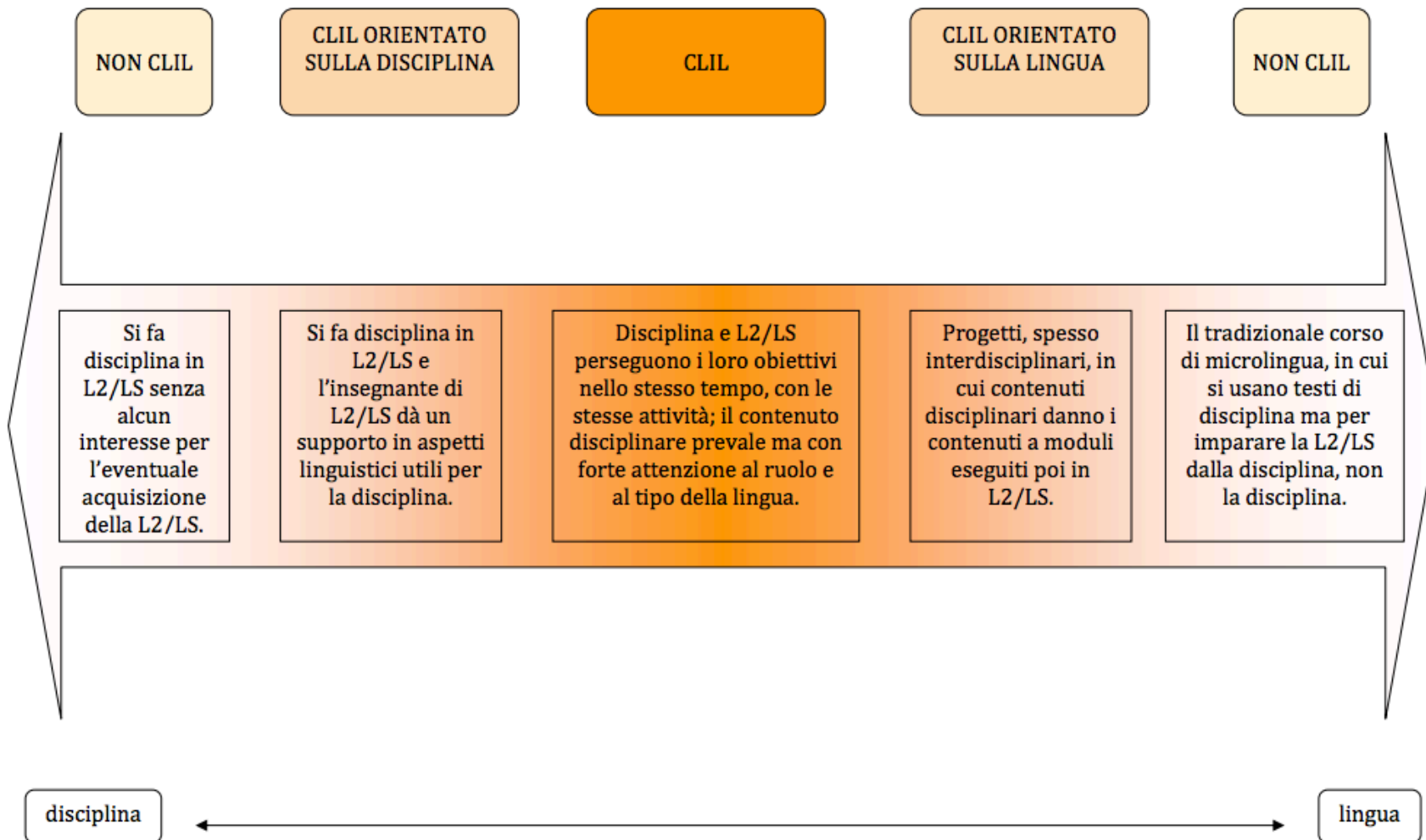
Complessità del rapporto lingua-contenuto

The relation between knowledge and language is therefore more complex than is sometimes thought. It combines functions of:

- representation: expounding and disseminating knowledge established independently of language;

- mediation: transposing, verbalising, making it possible to go from one semiotic system to another;

- interaction: transforming, allowing exchanges (discussion, debate, disputes) between the producers of knowledge and between the producers and users of knowledge, which may lead to advances in knowledge;

- creativity: creating knowledge, the creation and recording of knowledge in writing thus being the two sides of one and the same process.

We do things with words

The Language Dimension in all Subjects - A Handbook for curriculum development and teacher training, Council of Europe (2015)
https://www.ecml.at/coe-docs/language-dimensions-subjects-EN.pdf

NON CLIL	CLIL ORIENTATO SULLA DISCIPLINA	CLIL	CLIL ORIENTATO SULLA LINGUA	NON CLIL
Si fa disciplina in L2/LS senza alcun interesse per l'eventuale acquisizione della L2/LS.	Si fa disciplina in L2/LS e l'insegnante di L2/LS dà un supporto in aspetti linguistici utili per la disciplina.	Disciplina e L2/LS perseguono i loro obiettivi nello stesso tempo, con le stesse attività; il contenuto disciplinare prevale ma con forte attenzione al ruolo e al tipo della lingua.	Progetti, spesso interdisciplinari, in cui contenuti disciplinari danno i contenuti a moduli eseguiti poi in L2/LS.	Il tradizionale corso di microlingua, in cui si usano testi di disciplina ma per imparare la L2/LS dalla disciplina, non la disciplina.

disciplina ⟷ lingua

Adattato da Balboni, P. E. (2008), *Le sfide di babele. Insegnare le lingue nelle società complesse*, Torino, UTET.

Da *CLIL istruzioni per l'uso*
http://www.provincia.bz.it/formazione-lingue/didattica-formazione-docenti/downloads/small_fascicolo_CLIL.pdf

L'insegnante di DNL deve essere in grado di praticare un insegnamento "sensibile alla lingua", deve cioè avere una sensibilità particolare rispetto alle difficoltà linguistiche insite nei contenuti della materia. Per questo dovrebbe aver sviluppato un'ampia gamma di competenze:

- competenza linguistica nella lingua degli studenti
- competenza linguistica C1 nella lingua veicolare
- competenza didattica e metodologica nella disciplina che deve insegnare
- conoscenza di particolari aspetti linguistici della propria materia
- preparazione in metodologia e tecniche glottodidattiche per favorire l'apprendimento della materia in L2/LS.

L'insegnante di lingua dovrà collaborare con l'insegnante di DNL:

- in qualità di tutor e formatore didattico dei colleghi di DNL
- programmando con l'insegnante di DNL
- praticando un insegnamento "forte" della L2/LS in parallelo con il programma del collega di disciplina o integrandolo (fornendo cioè le conoscenze della LS/L2 che servono per l'apprendimento del contenuto).

Da *CLIL istruzioni per l'uso*
http://www.provincia.bz.it/formazione-lingue/didattica-formazione-docenti/
downloads/small_fascicolo_CLIL.pdf

Empowering Students to Improve the World in Sixty Lessons
VERSION 1.0

Fernando M. Reimers
with
Abimbola Adetunji, Alexandra Ball, Christian Bautista, Deaweh Benson, Nicolas Buchbinder, Isabelle Byusa, Wendi Cui, Madhuri Dhariwal, Elaine Ding, Cassie Fuenmayor, Kara Howard, Heather Kesselman, Katherine Kinnaird, Maria Lee, Sharon Jiae Lee, Quinn Lockwood, Eva Flavia Martinez Orbegozo, Xin Miao, Matthew Owens, Theodosia Papazis, Arianna Pattek, Emily Pope, Vijayaragavan Prabakaran, Nicolas Riveros, Ben Searle, Tatiana Sevchenko, Heer Shaikh, Sam (Shiv) Sharma, Chloe Suberville, Somoh Supharukchinda, Corrie Sutherland, Tisha Verma, Devon Wilson, Holing Yip, and Chihiro Yoshida.

Cittadinanza globale e sviluppo sostenibile
60 lezioni per un curriculum verticale
a cura di Fernando M. Reimers
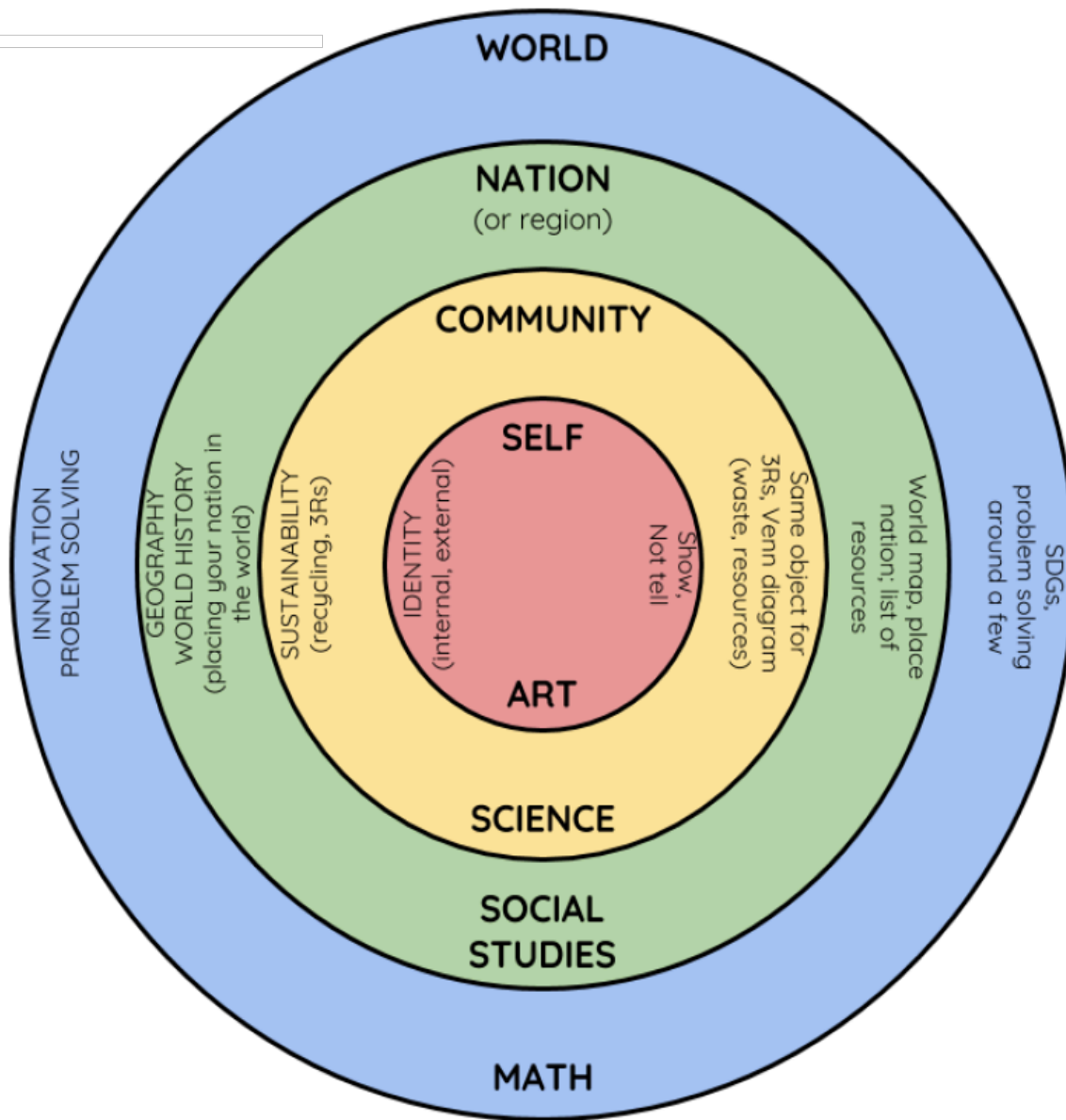Giovanna Barzanò, Loredana Fisichella, Maria Lissoni

Pearson Academy

I Quaderni

WORLD

NATION
(or region)

COMMUNITY

SELF

ART

SCIENCE

SOCIAL STUDIES

MATH

INNOVATION PROBLEM SOLVING

GEOGRAPHY WORLD HISTORY (placing your nation in the world)

SUSTAINABILITY (recycling, 3Rs)

IDENTITY (internal, external)

Show, Not tell

Same object for 3Rs, Venn diagram (waste, resources)

World map, place nation; list of resources

SDGs, problem solving around a few

Fernando Reimers, Op. cit., p. 100

L'obiettivo del libro è educare alla cittadinanza globale e ciò comporta lo sviluppo di competenze globali che spingono ad andare oltre la propria comunità, la propria nazione, cultura o religione. Inoltre si sottolinea la necessità di una cooperazione globale per il bene comune rispetto all'umanità, il clima, l'ambiente, le risorse…

Grade 6

Lesson Overview

Learning Goal

In previous grades, students have explored what it means to be a part of a community, identified ways that they can contribute to the well-being of that community, learned about the value of diversity within communities, and gained tools for connecting with people across difference. In grade 6, students will be adopt a critical lens towards these concepts of community and begin to explore how privilege, inequality, power dynamics, and social justice play into their own lives.

Lesson Scaffold	
Lesson 1	Personal Identity, Privilege, and Inequality
Lesson 2	My Place in the Community
Lesson 3	My Place in the Nation
Lesson 4	My Place in the World
Lesson 5	Making Changes in My Daily Life

Learning Objectives

- Students will explore the various facets of their own privilege and that of others.
- Students will identify potential historical, social, or cultural factors that may have given rise to that privilege.
- Students will understand how others' identities, privilege, and experiences differ from their own, and take steps to address inequality in their own lives.

Grade 8

Lesson Overview

Learning Goal

In Grade 8, students will explore the theme of injustice: what it means, how it manifests in everyday life, and how it contributes to larger social dynamics. Students will also evaluate our shared values, discuss why it is important to ensure equality among all people, and brainstorm ways to promote equality and justice in their own lives

Lesson Scaffold	
Lesson 1	What is Injustice to Me?
Lesson 2	What is Injustice to Other People?
Lesson 3	What are our Shared Values and Why Should Everyone Be Treated Equally?
Lesson 4	What Can We Do?
Lesson 5	Take Action!

Learning Objectives

- Students will understand the causes and effects of global injustice and inequality.
- Students will become cognizant of the effects of these forces in their own lives.
- Students will become empowered to promote equality and justice in their everyday lives

Fernando Reimers, Op. Cit.

BRITISH COUNCIL

Teaching**English**

Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals

Alan Maley and Nik Peachey

Materials

Global Goals – names and aims

Goal 1: No poverty	To ensure that countries and organisations work together to achieve the goals
Goal 2: No hunger	To ensure that everyone has enough money to live
Goal 3: Good health	To ensure that everyone has enough food to eat
Goal 4: Quality education	To ensure that everyone has the right to medical care
Goal 5: Gender equality	To ensure that everyone has the opportunity to go to school
Goal 6: Clean water and sanitation	To ensure that girls and women have the same rights and opportunities as boys and men
Goal 7: Renewable energy	To ensure that everyone has safe water and healthy hygiene
Goal 8: Good jobs and economic growth	To ensure that everyone has access to reliable, sustainable energy
Goal 9: Innovation and infrastructure	To ensure that everyone has the opportunity to work
Goal 10: Reduced inequalities	To ensure that industry is responsible in protecting people and the environment
Goal 11: Sustainable cities and communities	To ensure that countries have laws and societies that protect everyone equally
Goal 12: Responsible consumption	To ensure that cities, towns and villages have water and electricity, and are clean and safe
Goal 13: Climate action	To ensure the reduction of waste, for example by recycling paper or glass
Goal 14: Life below water	To ensure action to slow down the impact of global warming
Goal 15: Life on land	To ensure action to protect oceans and seas
Goal 16: Peace and justice	To ensure action to protect the environment and endangered animals
Goal 17: Partnerships for the Goals	To ensure the end of violence and war and give everyone access to justice

Follow-up

· Students stick the remaining 14 goals and aims in their personal order of priority in their notebooks. Students compare and discuss the order, giving reasons for their choices.

Answer key

On the worksheet, the aim of each Goal is on the next strip, i.e. the aim of Goal 1 is on the strip with Goal 2. The aim of the last Goal is on the strip with Goal 1.

Additional resources

World's Largest Lesson – The World We Want

· This child-friendly booklet has illustrative stories and more details about the aims and plans to achieve each Global Goal. http://cdn.worldslargestlesson.globalgoals.org/2016/05/The-World-We-Want-Double-Page-Booklet-style_HiRes_English.pdf

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