**Towards a Sustainable Society**

***Do you think our education systems are adequate to help meet the needs of the goals by 2030? If not, how could they change?***

* Change in mind-set of teachers.
* Explain and educate teachers what the Sustainable Development Goals are. What is the purpose?
* Make it a part of the mandate curriculum.
* More collaboration with parents.
* We need to teach children to reduce consumerism (what to buy/not buy)
* Sharing transport
* Reduce food waste (school canteens etc)
* Teachers to be a positive role model.
* Promotion of clubs (Eco Schools etc)
* Local authority backing and support.

**The competencies for educators in sustainable development:**

**Learning to Know**

* Difficult for teachers as society dictates a mind-set of consumerism (e.g. new mobile phones etc)
* Prioritising changes. Can’t all be changed at once.

**Learning to Live Together**

* Embed sustainable development throughout the curriculum
* Support teachers from different disciplines organising open lessons
* After workshops and courses share knowledge throughout the school

**Learning to Do**

* Environmental awareness courses for teachers. Better understanding of the problem and know how to apply it in class in different subjects.
* Teachers should encourage students to learn by doing and stress less on the theoretical aspects and more on practical activities.
* Day a month dedicated to environmental issues.

**Learning to Be**

* Teachers being positive role models in terms of recycling, lights etc
* Teachers will need backing from higher bodies to implement initiatives
* Changes to curriculum giving greater importance to sustainable development

**Goal 6: Clean Water and Sanitation**

|  |  |  |
| --- | --- | --- |
| **Age Range** | **Opportunities** | **Subject Links** |
| 9-11 | * How is water cleaned for human consumption?
* If humans drink dirty water, what can happen?
 | ScienceGeographyPSHE |
| 11-14 | * Audit how much water you use over the course of a typical school day for eating; drinking and washing as a homework activity.

  | Maths  |
| 14-16 | * Research conflicts over access to water. Present a report detailing your findings.

  | Geography |
| 16-18 | * Is the problem in Africa physical water scarcity or economic water scarcity?
* Research and identify strategies that have been put in place to increase access to safe water and sanitation sustainably. Assess the success of these strategies.

  | GeographyICTEconomics  |

* Theme integrated with English, Geography, ICT and Art.
* Title ‘Clean Water = Life’
* English: Putting up two glasses of water (one clean and one dirty). Which one would you want to drink? Why?
* Reading materials. Why is water scarce in certain countries?
* Pupils prepare a poster incorporating Art and ICT. Oral presentation.
* Geography: Start from global perspective (water cycle). Water sources on Earth. Countries that have access to fresh water. Why do certain countries have access to water? Is this due simply to ‘access’ or is there other factors? On a local level visit something like the local sewage plant and produce a video etc (ICT) showing how we can treat water. End with problem solving lesson. What are the solutions? What can ‘I’ do to save water? Brainstorm. Lesson both nationally and bi-lingual. Food miles of water.
* Mathematics: How much water do we need? (e.g. to wash our clothes) Cost of the life-saver bottle divided between the world countries (how much?) Each bottle costs approximately £160 and can treat 4000 litres of water. How does this compare to buying 4000 litres of bottled water?
* Ted Talks (Michael Pritchard – How to make filthy water drinkable?)
* Curriculum breaker (launch activity). Example from other parts of the world (India, Africa). Look at statistics of rainfall etc. Students make a water diary of both consumption and rainfall etc. Compare these with other countries using a Facebook etc. What do scientists have to say about water? (e.g. the effects on fish of our waste water). Consumption problem of buying bottled water. Artificial colouring, additives and flavours added to water.
* Science (Chemistry/Biology) – Testing the quality of water.
* Local level. Changes in past 30 years or so (River Tyne etc). How has water sources changed for both the better and the worse?
* Positive approach. Solutions over problems!!! (young boy- Ted Talks video of boy in Kenya as inspiration).
* Collapsed curriculum days very important.
* History of water sanitation. How have people been provided with clean water throughout history?
* Where does our drinking water come from? Where does it go after we use it?
* What were the most important aspects of the Michael Pritchard Ted Talks video?
* Group debate on different environmentally issues (floods, droughts etc)
* Imagine you were the Mayor, Prime Minister etc of an area. How would you manage the issue of water shortage, cleanliness etc?
* Any personal problems in own life with regards to access to water?
* Solutions to saving more water at home.

**Global Goals Number 7: Renewable Energy**

|  |  |  |
| --- | --- | --- |
| **Age** | **Opportunities** | **Subject Links** |
| 9-11 | * What is renewable energy?
* How does it differ from fossil fuel produced energy?
* Make your own wind turbine and test it.

  | ScienceSTEMPSHE |
| 11-14 | * Is renewable energy the answer to our long term energy needs?
* What are likely to be the next big improvements in renewable technology?
 | STEMScience  |
| 14-16 | * Identify career opportunities within the renewable energy sector across the world
* Map investment in renewable energy around the world
 | Careers educationGeography |
| 16-18 | * Can the industrialisation of Africa be achieved through renewable energy sources? Discuss.
* What are the opportunities for European countries to collaborate and join together their supplies of electricity? What benefits could this achieve? Present your ideas.
 | ScienceSTEMGeography  |

* Start with Ted Talks Movie (young boy). Stop before the boy tells the solution that he has found. Ask the students to think about their solution for his problem. Show the remainder of the film. Were their predictions correct?
* Primary level focus from video may be more on the conservation and animal aspects of the video.
* Which alternative energy sources are in their region? Pro/cons for using wind energy, solar, hydro etc.
* Reading around current legislation with regards to renewable energy (solar panels etc).
* Persuasive advert (ICT). Encourage people for example to install cavity wall or loft insulation. What are the benefits?
* The TED Talk video is not necessarily the best for introducing the renewable energy topic. Explore other stimulus.
* ICT – Use Makey Makey kits or similar to give children the opportunity to become inventors like the young boy in the video. What ideas for inventions do they have?
* Maths: Calculations. Compare energy efficiency. Pros/cons of green energy.
* History: Change in different sources of power. What is predicted for the future?
* Geography: Environmental consequences of different sources of energy. Politics of push on windfarms etc. Blot on the landscape of wind plants etc.