

# Go for the Goals!

## International Development Week 2024 - Classroom Challenge

Please visit Manitoba Education & Early Childhood Learning for curriculum correlations with the SDGs, resources, school plans, related links, and many other resources at: [www.edu.gov.mb.ca/k12/esd/index.html](http://www.edu.gov.mb.ca/k12/esd/index.html)

### Re-design the \$20 Bill Inspired by the Sustainable Development Goals (SDGs)

**PURPOSE:** Learn more about the SDGs by having students represent ONE SDG visually and explain in writing why they selected it as an important goal.

**LENGTH:** 45-60 minutes

**Materials Needed:**

- \$20 bill worksheet (see attached; one per student)
- A variety of art supplies – students can use any materials available to create and design their \$20 bill such as traditional pencil crayons and markers, collage-style using cut outs from magazines and newspapers or other styles. Student digital designs are also accepted for those with access to digital art technology and tools.

**ACTIVATE:** Through brainstorming, mind-mapping or Q&A, explore the role of money (currency) in students' lives:

- Why do we need money? Who determines the value of money?
- Why is Queen Elizabeth's image on the \$20?

**ACQUIRE:** Inform students (images can help with this) that currency and money are a part of our everyday lives. Money is a tool that makes trading easier. Money must have the following five characteristics:

1. It must be easy to transport.
2. It must be rare but not too rare.
3. It must be divisible into smaller pieces.
4. It must be hard to fake.
5. It must be durable.

**Key learning point:** Money is symbolic of our efforts. It is also an important tool in achieving the Sustainable Development Goals (put forward by the United Nations), such as Quality Education, Climate Action, Gender Equality, Clean Water & Sanitation, etc.

#### ADDITIONAL INFORMATION

The Royal Canadian Mint, which is in Winnipeg, Manitoba, makes all of Canada's coins. The Bank of Canada both designs and produces our Canadian bank notes, which are then printed by the Canadian Bank Note Company.

Our coins and bank notes depict people (to be allowed on our money, the people on the bank notes must be real people and be Canadians), places and/or important milestones that represent Canada and Canadians.

For more information on understanding money, explore the Bank of Canada Museum website, which has lots of great resources including the article

**Understanding Money: Common Questions**

([www.bankofcanadamuseum.ca/2020/11/understanding-money-common-questions/](http://www.bankofcanadamuseum.ca/2020/11/understanding-money-common-questions/))



**Currency Designs:** continued discussion about why the design of currency may change.

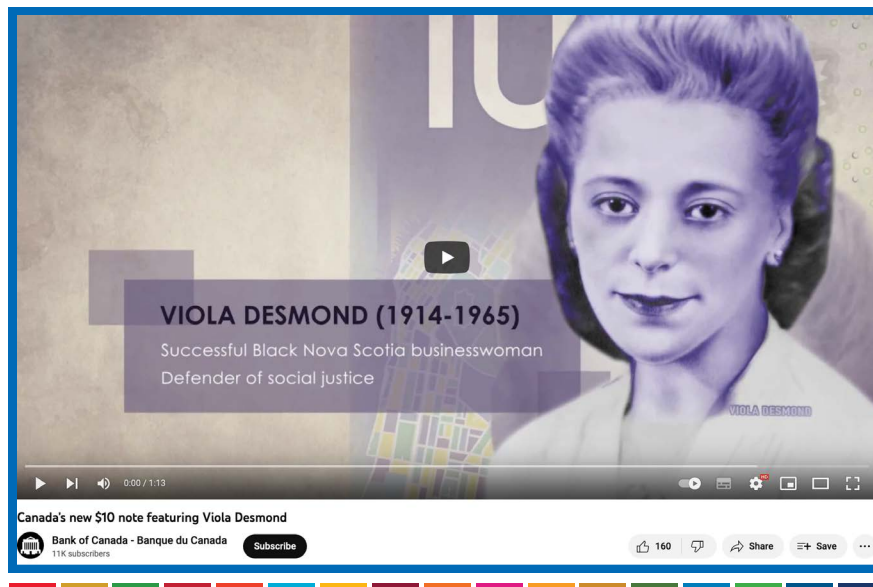
Suggestion: Show a side-by-side comparison of the old and new \$10 bill

- Who is the person on the old bill? (Sir John A. MacDonal, the first prime minister of Canada)
- Who is the person on the new bill? (Viola Desmond, entrepreneur, and civil rights activist)
- Why do you think there was action to change the design of the bill?
- How can this change impact Canadians?

If time permits, you may ask students to view this short video from the Bank of Canada that highlights and explains the design features of the \$10 bill, "Canada's new \$10 note featuring Viola Desmond". Find it at <https://youtu.be/9y32m1fBHE8>

**LEARN MORE!**

To learn more about Viola Desmond, entrepreneur, community leader, and civil rights activist, explore The Canadian Encyclopedia website article on Mrs. Desmond. Find it at [www.thecanadianencyclopedia.ca/en/article/viola-desmond](http://www.thecanadianencyclopedia.ca/en/article/viola-desmond).

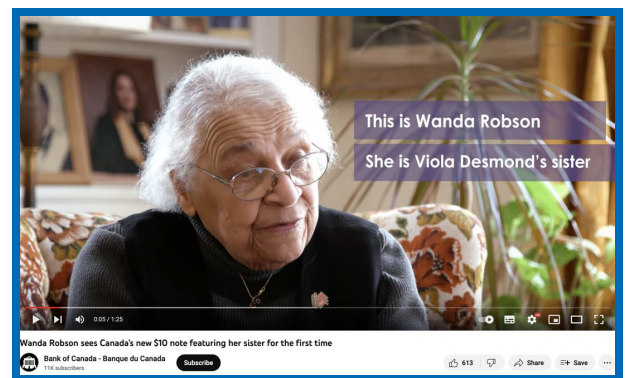


**The power of our bank notes:** The design of our bank notes is incredibly important; they tell the stories that have shaped our country. Who or what is on each bill is seen by countless people every single day. They should be inspiring and empowering, as Viola Desmond is.

To inspire your class, we encourage you to show the following video to your students, "Wanda Robson sees Canada's new \$10 note featuring her sister for the first time".

The Bank of Canada offered Wanda a "sneak peak" of the new \$10 bill before it was released to the public and her reaction is beautiful.

Find it here <https://youtu.be/dfdlPrglcS8>



**The Sustainable Development Goals:** Review the Sustainable Development Goals (SDGs) with your students. If the SDGs are new to your class, you may need more time to explore them together or assign independent research time depending on the grade level.

Note: you may wish to review the SDGs after issuing the challenge in the Apply section, depending on students' level of knowledge of the SDGs. For an easy way to introduce the SDGs to your classroom, check out our companion lesson plan, **Starting The SDGs**, which you can find on our website under "Lesson Plans and Resources".

Have students watch this short, animated video, "UN Sustainable Development Goals - Overview" by UNICEF Georgia to review all the SDGs together! Find it at [https://youtu.be/M-ijM02m\\_Hg](https://youtu.be/M-ijM02m_Hg)



**APPLY:** Hand out the accompanying \$20 bill worksheet to students (one worksheet per student) and issue the challenge to your students:

"Your task is to re-design the \$20 bill based on ONE of the 17 Sustainable Development Goals. This assignment was inspired by the re-design of the \$10 Canadian bill in 2018."

Ask students to choose **one** Sustainable Development Goal (SDG) that they are passionate about OR assign one SDG per student; #1- #17 so each SDG is represented (if you have more than 17 students, feel free to double up on the goals).

Using the provided worksheet, ask students to explore their chosen (or assigned) SDG further. Then, when they are ready, students will plan out and create their new \$20 bill design using whatever art supplies available. Get creative and inspire us all!



**To complete this assignment, students must complete both the design section and the written section to the following specifications:**

1. To complete the \$20 bill section (the top rectangle or similar if a digital design), the design must:
  - Clearly indicate which SDG they are highlighting,
  - Have at least **three** elements that support and/or relate to their SDG, and
  - Be fully coloured.
2. To complete the written section, students must explain:
  - Which SDG they chose,
  - Why they chose the SDG (unless assigned),
  - Their \$20 bill design features and elements (why did they include what they included), and
  - How they believe this new \$20 bill would impact the public if it were to be created and used in real life .

**ASSESS:** use pair/share at the end of the activity so that students can share their work with each other and learn about different SDGs (pair students who chose different goals). Develop a short quiz on the SDGs or include a question in a unit test.

Check out some of the incredible \$20 bill redesigns from Manitoba students that MCIC shared at International Development Week 2022, "Students Redesign the \$20 Bill", and get started in your classroom!

Find it at <https://youtu.be/cGB54HILNjE>



**Stay in touch with MCIC!**  
 Did you complete this challenge with your students? We would love to see their designs! Email us at [youth@mcic.ca](mailto:youth@mcic.ca) and let us know.

