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## 2020 Guide Updates:

**This 2020 version of the guide includes updates to resource links, and clearer guidelines for use. While MCIC works to keep this document up to date, we rely on links to many external resources that may be updated or removed by the content owners.**



## ACKNOWLEDGMENTS

On behalf of the Manitoba Council for International Cooperation, we are thrilled to present Sustainable Foundations: A Guide for Teaching the Sustainable Development Goals. The development of this resource has truly been a team effort. Many people worked diligently to make it what it is today.

We would not have been able to develop this resource without the financial support of the Government of Manitoba through Manitoba Education and Training and the Government of Canada provided through Global Affairs Canada. We are grateful for the continued support we receive from both levels of government.

Many many thanks to the MCIC team: Keana Rellinger and Grace Van Mil who developed the structure, researched and provided content editing; Megan Redmond for her design and editing; Jane Mychasiw for proofing; and Monique Sereneo, our summer student, who assisted with design.

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These resources were developed by people who share a passion for our world and making it equitable and sustainable, where no one is left behind. We've designed Sustainable Foundations to give professional educators innovative tools that fit elegantly into your curriculum. We hope your students are inspired to transform our world for peace, partnership and prosperity for all people living on the planet we share. We are in this together.

Janice Hamilton

**Executive Director**

*Manitoba Council for International Cooperation*

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Global Affairs  
Canada

Affaires mondiales  
Canada



# INTRODUCTION

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## Welcome to Sustainable Foundations: A Guide for Teaching the Sustainable Development Goals

This guide is designed for educators or anyone who would like to teach young people about the United Nations Sustainable Development Goals.

**The Sustainable Development Goals** — also known as the **SDGs** or the **Global Goals** — cover a wide range of sustainability issues; highlighting local, national and international priority areas to end poverty and hunger, improve health and education, make cities more sustainable and combat climate change.

This guide will provide you with clear information, educational resources and other supports to help you in your efforts to educate and engage young people so that they support the Sustainable Development Goals and are inspired to turn their support into action. This guide will also explore how you can incorporate the different topics covered by each goal into your lessons across multiple subjects.

You don't need any prior knowledge or experience of the United Nations, international development, or the Sustainable Development Goals to use this guide. It can be referred to in whole or as individual parts to suit your curriculum.

### This guide will help you understand:

- Key targets and understandings of each Global Goal.
- Learning objectives associated with each Global Goal.
- Who and what are affected by the Global Goals.
- What actions can we take as individuals, communities and nations.
- Educational resources and case studies available for each Global Goal.

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## WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?

The 17 **Sustainable Development Goals** — also known as the **SDGs** or the **Global Goals** — came into effect on January 1, 2016 following an historic United Nations Summit in September 2015. 193 governments from around the world agreed to implement the Goals within their own countries in order to achieve the 2030 Agenda for Sustainable Development. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

These new, interconnected goals build on the successes of the Millennium Development Goals, or MDGs, while also identifying new priority areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among others.

Although each country faces specific challenges in pursuit of sustainable development, special attention is given to the most vulnerable countries, in particular, African countries, less developed countries, landlocked countries and small island developing states. There are also serious challenges within many middle-income countries.

For each of the 17 goals, there is a list of specific targets we aim to reach. The targets discussed in this guide have been summarized for ease of reading. For a more detailed list of all the 169 targets, visit [GlobalGoals.org](http://GlobalGoals.org).



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## The "5 P's" of the SDGs

The "5 P's" of the SDGs can help people understand why the Sustainable Development Goals are important and how we all will benefit from addressing each goal by 2030.

**Try sharing this information with your learners and ask what "P" is most important to them.**

- **People**

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfill their potential in dignity and equality and in a healthy environment.

- **Planet**

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainable management of natural resources and by taking urgent action on climate change, so that the planet can support the needs of present and future generations.

- **Prosperity**

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

- **Peace**

We are determined to foster peaceful, just and inclusive societies, which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

- **Partnership**

We are determined to implement this agenda through a global partnership, based on a spirit of global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

## Purpose in education

Educators have the ability to guide the positive energy of learners to make change possible. When learners are empowered with knowledge, critical reflection tools and media literacy, they are better equipped to take action and make changes for themselves and others around the world.

Educators can nurture students' curiosity and provide them with the tools and resources to inquire, understand, engage and communicate the importance of sustainability. This understanding empowers individual and collective action at the local, national and international levels. Throughout this guide we will situate the key understandings related to each goal as a way to inform and provoke discussions among students and teachers in and out of the classroom.

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## HOW TO USE THIS GUIDE

### Approach

This guide was modeled after an inquiry approach; where learners are stimulated with questions and information about a particular issue to construct new knowledge and understanding. In this approach, educators become facilitators of learning, with students empowered to become self-directed as they explore each issue individually and collectively.

Topics covered by the SDGs may be familiar or foreign to learners. Each section is intended to help learners understand the context and key stakeholders of each goal, while inviting them to include their own understanding through reflective prompts. Prompting students to investigate issues that are new or challenging to them will help them develop a relationship between themselves and the issues. Taking time to understand learner experiences and awareness through discussions and collaborative action will ensure this process remains learner-centric.

### Method

Each chapter in this guide summarizes the main **targets** of a specific goal, indicates what the **learning objectives** are and gives context to ‘**the big questions**’ we need to ask to understand the issues. The chapters also highlight who and what are most affected by each goal, and what needs to be done by different stakeholders to achieve these goals. The sections are meant to inform educators about the main ideas, opportunities and barriers behind each goal so they can facilitate a rich understanding for learners and give them an opportunity to inquire and explore the areas that are important to them.

### Case studies

Each section contains a number of case studies to add another layer of understanding and make the goals more relatable. The case studies highlight change-makers at local, national and international levels doing their best to tackle some of the big issues faced by vulnerable people in our world.

**Case studies marked with this symbol:**



**are Manitoba-powered through funding from the Manitoba Government Matching Grant Program.**

The Manitoba Council for International Cooperation works closely with these organizations to distribute funds for projects, share their results, and work to achieve the Global Goals. To learn more about how Manitobans are working together to achieve the Global Goals, you can watch [this video](#).

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## Taking action

Mobilizing ourselves and our community to take on the biggest barriers to global well-being can be overwhelming. The sections in each chapter on **taking action** were designed to help learners and educators get involved at the local, national and international level.

### The following list will help you find focus on issues you are passionate about and looking to do

- **Know your issue**  
Identify the key challenges facing access and quality of education in your community. Find out what aspects and issues move you to do something. Know what the different perspectives are and make the case for why people should care too.
- **Set your goals**  
In order to identify your goals, and see the progress you have made, your goals should be SMART: specific, measurable, achievable, realistic and timely. Plan and play to your strengths and get your community involved.
- **Build a network**  
Advocacy for education works best when you get the support of others. Brainstorm anyone you think might be interested in advocating for education and start letting them know about your advocacy plan.
- **Identify your ask**  
Figure out who you need to ask and what it is you are asking. Having these two questions answered will help you direct your message and identify how you can take action.
- **Do a thing**  
Know that you have learned about your issue, get involved and put your passion on display. Support a local educational charity, gather a speaker together about girls' education, find out what it takes to support children who have disabilities in the classroom and start an advocacy group.
- **Tell the world**  
Share your story, your concerns and your passion with the world. Use social media to speak up, to connect with leaders and dialogue about the issues.
- **Use your political voice**  
Get in touch with your mayor, MLA, MP or other decision-maker. You can write them a letter about the issues your class cares about, asking what steps they are taking on the issue. You can also ask them to come speak in your class. They can help you learn about what policies are in place and may even help you brainstorm ways improve those policies.

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## Terminology

- **Global South**

Throughout this guide and in many resources you will see the term 'Global South.' This term is used to describe what was formerly referred to as the 'Third World' or 'developing countries.' The term Global South was chosen by the people living in places like the Caribbean, Latin America, South America, Africa and parts of Asia to describe themselves. This guide uses Global South/Global North and we encourage educators to teach and use the same terms.

- **Sustainable Development**

Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs. Implying more than recycling or donating to charity, it requires profoundly different thought processes and actions. The three pillars of sustainable development are Economic, Social and Environmental, and all of them need to be considered for the impact they have on development decisions.

## End notes and hyperlinks

Each chapter in this guide contains **end notes** and **hyperlinks** connecting to videos, articles and resources pertaining to topics related to specific goals. Educators can use these **resources** for their own lessons. At the end of each section, a number of resources have been collected to offer lesson plan ideas and additional opportunities to learn and inquire about the subject matter.

## Glossary

Throughout this guide you will find **bolded terms** within the text. These terms are included in a glossary at the end of the guide, in order to provide greater context and to foster understanding about important issues related to each goal.



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## ABOUT MCIC

### Who we are

The Manitoba Council for International Cooperation (MCIC) is a coalition of organizations involved in international development; who are committed to:

- Respect, empowerment and self-determination for all peoples;
- Development that protects the world's environment; and
- Global understanding, cooperation and social justice.

MCIC's mission as a coordinating structure is to promote public awareness of international development issues, to foster member interaction, and to administer funds for international development.

Our vision: *Manitobans Working Together as Global Citizens*

### How we can support you

Educators have the ability to guide the positive energy of learners to make change possible. When learners are empowered with knowledge, critical reflection tools and media literacy, they are better equipped to take action and make changes for themselves and others around the world.

Educators can nurture students' curiosity and provide them with the tools and resources to inquire, understand, engage and communicate the importance of sustainability. This understanding empowers individual and collective action at the local, national and international levels. Throughout this guide we will situate the key understandings related to each goal as a way to inform and provoke discussions among students and teachers in and out of the classroom.

- **Workshops**

Our workshops are educational, participatory and usually 60-90 minutes in length. We offer workshops on many global issues topics, including:

Fair Trade

Child Labour

Refugees & Migration

Water

Climate Justice

Hunger

Gender Equality

Food Security

See a list of past workshops and to fill out a booking form [here](#)

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- **Generating Momentum conferences**

Since 2002, MCIC has hosted numerous conferences on global issues for middle years and high school students. Generating Momentum for Our World conferences engage students in a discussion about global issues and helps them move through the stages of planning an activity at their school or in their community. Generating Momentum is an exciting opportunity for young people to learn about an issue, build leadership skills, take positive action and have fun!

**View registration information for upcoming conferences [here](#)**

- **Outstanding Take Action Project Award**

This award is for students enrolled in *Global Issues: Citizenship and Sustainability (40S)* who have undertaken exceptional Take Action projects. The award includes a cash prize and certificate. All students who complete Take Action projects are encouraged to apply. Applications are usually open throughout the school year, until May. Awards are presented in June of each year at MCIC's Annual General Meeting and at the student's award or graduation ceremony wherever possible.

**Learn more about the Take Action Project Award [here](#)**

- **Global Citizenship Award for Educators**

This award is an initiative of MCIC to recognize Manitoba teachers and administrators who have been leaders in promoting global citizenship. Awards are given out in each of the following categories: middle years teachers, high school teachers, and administrators (including principals, vice principals, superintendents, trustees and other divisional or Manitoba education staff.) MCIC will make a donation on behalf of recipients to an international development organization of their choice and they will be recognized at MCIC's Annual General Meeting. Nominations can be submitted by colleagues throughout the school year, typically until May. Awards are presented in June of each year.

**View the criteria and nominate an educator [here](#)**

- **Educator e-newsletter**

MCIC regularly sends out an e-newsletter for educators. Each newsletter includes lesson ideas, useful resources and opportunities for students

**Sign up to receive the newsletter [here](#)**

- **Ethical fashion show**

MCIC has created an ethical fashion show kit made up of fashions produced using fair practices including: no child labour, cooperative-made, sweatshop-free conditions and clothing that uses organic and Fairtrade-certified materials. Showcase this ethically-produced clothing at a fashion show in your school or community. Our do-it-yourself fashion show kit has everything you need to put on an ethical fashion show!

**Find more information on how to rent our ethical fashion show kit [here](#)**

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- **Take Action Manitoba blog**

This blog is a helpful resource full of ideas and support for students and teachers working towards sustainability and global citizenship. Students can view Take Action project examples, submit projects to be featured on the site, or learn more about new opportunities and ideas. Teachers can also find helpful tools, opportunities and information about guest speakers in the area.

You can visit the blog at [TakeActionManitoba.org](https://TakeActionManitoba.org)

- **Community Solidarity Fund**

The Community Solidarity Fund provides funding to Manitoba not-for-profit, community-based groups involved in development projects overseas. The fund is available to non-member and MCIC affiliate members and provides another way to help Manitobans work together with partners around the world. In the past, several schools have successfully applied for funding for use in international development projects around the world.

Learn more and access the application forms and funding guide [here](#)

- **Fair Trade Manitoba**

Fair trade is a powerful tool that goes beyond charity and other aid programs, aiming to empower marginalized producers in improving their own living conditions. With the proper resources, capacity and key relationships, disadvantaged producers are able to earn their own means to a better life for themselves and their communities. We are happy to come speak to your school about fair trade issues. Did you know you can also designate your school as a Fair Trade School?

Learn more about our fair trade programs for schools [here](#)

- **Member organizations**

Let us help you connect with more than 40 NGOs working toward sustainable development. Our member organizations can send someone to speak to your class about a related project, or provide information on how students can get involved.

See a full list of our current member organizations [here](#)

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## Contact us today!

For more information, specific resources or to answer any questions, please don't hesitate to contact us.

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