Meet the Children of Rio: Full Resource

An education resource providing an in-depth look at the impact of the last 20 years of sustainable development on the lives of five different children around the world. The eight lessons in this pack are based on the tve series ‘Zero Ten Twenty’ and is part of their Reframing Rio project.

Content:
- Key Concepts
- Lesson Plans 1 - 8
- Watching the Children of Rio Handout
- Useful Links
- Lesson Handouts
- About this Resource

This Reframing Rio educational resource has been produced with the financial assistance of the European Union. The contents of this document are the sole responsibility of tve and can under no circumstances be regarded as reflecting the position of the European Union or any of the other supporting organisations.
About This Resource

“When we began filming during the ’92 Earth Summit we had no idea how the lives of our children would evolve. They’ve grown up amid peace, violence, family breakdown and family support; amid growing prosperity and enduring poverty; pollution and clean-up, the pull of the countryside and the great rush to the cities. Twenty years on from Rio, their eleven lives – and one death – show it’s time for a new agenda” (quote from tve).

Reframing Rio looked at the promises and plans made by world leaders in the 1992 Earth Summit and at what has happened in the past 20 years leading up to the 2012 Rio +20 conference. What has actually been achieved and where is work still needed? By following the lives of 11 children in 10 different countries around the world, the ‘Zero Ten Twenty’ series gives a great overview of the social and environmental issues we are all facing.

The aim of this resource is to teach your pupils about sustainable development in the context of the Rio Earth Summits and to engage them with the current debate as to what the next steps are.

Lesson Plans

The lessons use the tve films to expand their understanding of the issues and to spark discussion. The lessons can be used as stand-alone lessons in Citizenship, PSHE, Geography or ICT to focus on a particular issue, e.g. child labour, or as a full cross curricular scheme of work in Geography, English or Art. The first two lessons introduce the Rio Earth Summits, lessons 3-7 focus on individual children and lesson 8 looks at what needs to happen next. As a follow up to this resource, you can encourage pupils to take action (see our ‘creative action guide’). Each lesson plan is designed to use with a film clip and comes with worksheets and relevant fact sheets to increase learning.

Learning Objectives

• Gain an understanding of the concept and field of sustainable development – understand the human side
• To apply what they have learnt to take real action
• To enable young people to think critically, form their own opinions and join the debate
• To be able to relate the knowledge gained to their own personal experiences – to give students an understanding of their own place within the world

Sensitivity

Some of the topics and issues that are part of this resource might be upsetting for some students as the topics also deal with poverty, loss and adversity. Keep this in mind during the lessons and make sure to offer support to students who express strong emotions.
Key Concepts

Child Labour: Refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful.

Developed/developing country: Developing country is a term generally used to describe a nation with a low level of material wellbeing. Since no single definition of the term developed country is recognized internationally, the levels of development may vary widely within so-called developing countries. Some developing countries have high average standards of living.

Green Economy: A green economy is based on the principles of sustainable development and ecological economics, and it aims to reduce environmental risks and achieve social equity.

Industrialization: Industrialisation is the process of social and economic change that transforms a human group from a pre-industrial society into an industrial one. Social change and economic development are closely related with technological innovation, particularly with the development of large-scale energy and metallurgy production. It is the extensive organisation of an economy for the purpose of manufacturing.

Migrant workers: In this resource we use the term migrant worker to mean a person who has moved away from his original home in search of a job elsewhere.

Natural Resource: A material source of wealth, such as timber, fresh water, or a mineral deposit, that occurs in a natural state and has economic value.

Outsourcing: In this resource we take outsourcing to mean a multinational, Western company contracting a company in countries like China or India to take over work such as production or customer service. This mainly happens to save on costs as wages are cheaper.

Pastoralist: Pastoralism or pastoral farming is the branch of agriculture concerned with the raising of livestock. It is animal husbandry: the care, tending and use of animals such as camels, goats, cattle, yaks, llamas, and sheep. It may have a mobile aspect, moving the herds in search of fresh pasture and water.

Poverty: The World Bank defines poverty as: "A person is considered poor if his or her income level falls below some minimum level necessary to meet basic needs. This minimum level is usually called the poverty line. What is necessary to satisfy basic needs varies across time and societies.

Resource depletion: Resource depletion is an economic term referring to the exhaustion of raw materials within a region. Resources are commonly divided between renewable and non-renewable resources. Use of either of these forms of resources beyond their rate of replacement is considered to be resource depletion. Resource depletion is most commonly used in reference to the farming, fishing, mining and fossil fuels.
Key Concepts continued

**Rio +20 Conference:** UN Conference on Sustainability held in Rio de Janeiro 20 years after the initial conference in 1992.


**Sustainable city:** A city designed with consideration of environmental impact, inhabited by people who are dedicated to reducing their use of natural resources such as water, food and energy and reducing their amount of waste and pollution.

**Sustainable Development:** Is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

**Sustainable Development Goals:** Refers to the agreement made in the Rio +20 conference to commit to a new set of development goals that tackle both social inequality and poverty as well as issues of sustainable development and the environment.

**UNCRC:** The United Nations Convention on the Rights of the Child (commonly abbreviated as the UNCRC) is a human rights treaty setting out the civil, political, economic, social, health and cultural rights of children.

**United Nations:** An organization formed of independent states, which was formed in 1945 to promote peace, security and international cooperation.

**Urban slums:** Urban slums are settlements, neighborhoods, or city regions that cannot provide the basic living conditions necessary for its inhabitants, or slum dwellers, to live in a safe and healthy environment.
Lesson One: What is Sustainable Development?

About this lesson
Students will review background information and key definitions about sustainable development such as poverty and the Rio Earth Summit. This lesson will introduce the aims of the original Earth Summit in Rio de Janeiro in 1992 and the global issues it tried to tackle.

Learning Objectives
- Explain key terms sustainable development and poverty
- Understand what the Rio Earth Summit was, its aims and what it achieved
- Explore the global issues addressed at the Rio Earth Summit

Resources Required
- Handout 1.1: Expert sheets
- Handout 1.2: Rio Earth Summit info sheet
- Handout 1.3: 20 years since Rio Timeline

Key Concepts
- United Nations
- Sustainable Development
- Poverty
- Rio Earth Summit

Lesson plan
5 minutes
Start this lesson by gauging how much students already know. Write the words ‘sustainable development’ on the board and ask students to discuss in pairs what words and images come to mind. Then ask them to feed back to the group and note down key words on the board. Explain the learning objectives for this lesson.

20 minutes
This activity serves to familiarize students with the key concepts in the lesson – sustainable development and poverty. Divide the class into pairs and give half the pairs an expert sheet on ‘sustainable development’ and half of the pairs an expert sheet on ‘poverty’. Ask each pair to spend 10 minutes becoming experts on their topic and note down key information. Then ask each ‘poverty pair’ to join a ‘sustainable development pair’ and have the pairs take turns to share with each other what they have learnt. Then ask all the groups to feedback to the entire class.

30 minutes
Show your students the headlines from global newspapers from 1992. What kind of issues was the world facing then? Do the issues sound familiar or do they feel outdated? Now show students the statement on what the Rio Earth Summit aimed to achieve – make sure students understand all the terms. Now hand out one copy of the ‘Rio +20’ timeline per pair and ask students to work together to fill in the key events/documents that have taken place since the Rio Earth Summit. If possible/necessary, students can use the internet. Alternatively you can write the key events on the board and they have to fill them in the right space. Leave time for everyone to feedback to the whole class.

5 minutes
Consolidate learning by asking students to summarize in pairs what they have learned in this lesson and ask them to feedback with three key words.

Homework
Ask each student to bring a news article to the next lesson on an event that’s happened in the past month somewhere in the world that relates to either an issue or solution of ‘sustainable development’.
Lesson Two: Rio +20

About this lesson
This lesson builds on the previous lesson where students looked back to the Rio Earth Summit in 1992. In this lesson students will be looking at the ‘Rio +20’ conference that took place in June 2012 and simulate their own mini summit to discuss the issues currently facing the globe.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Resources Required</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Explain what the aims of Rio +20 were</td>
<td>● Handout 2.1: Rio +20 Fact Sheet</td>
<td>Rio +20</td>
</tr>
<tr>
<td>● Be able to express opinions on the issues of Rio +20</td>
<td>● Handout 2.2: Earth Summit Role play Cards</td>
<td>Green Economy</td>
</tr>
</tbody>
</table>

Lesson plan

10 minutes
Put an image of a world map on your interactive whiteboard (or project one) and ask each student to briefly state the event in their news article – where was it, what happened and how does it relate to sustainable development? Map each event on the map to see how global the coverage is.

10 minutes
This next activity serves to introduce the key concepts, aims and results of the Rio +20 conference which was held in June 2012 and actively engage students with what it would be like to be part of such a summit. Start by going through the ‘Rio +20 fact sheet’ and asking students to answer the following three key questions: (1) What did Rio +20 set out to achieve, (2) What issues were discussed at the conference, and (3) What did the conference achieve?

40 minutes
In this activity your students will be simulating their own mini Earth Summit. What is it like to have to balance the demands and needs of a diverse range of people with respect for the environment? Divide your class into 5 groups and hand out the role play cards on handout 2.2. Give each group 20 minutes to prepare their argument by reading the information on their card and getting into their roles. Then call the summit to order, where you as the teacher assume the role of mediator. The aim of the summit is for all groups to agree on an action plan to protect our planet’s forests, the Amazon in particular. Can you reach a consensus that all groups are happy with? If you have time, have the groups write short press releases on the Summit.

5 minutes
Reflect on learning by asking pupils in pairs to summarize their opinion on Rio +20 and its success. Explain to pupils that in the next lessons you will be focusing on the lives of five different children over the past 20 years since the original Rio Earth Summit and looking at how their lives have changed.
Lesson Three: Meet Rosamaria / Urban Slums

About this lesson

This is one of five lessons that zooms in on one child’s life over the past 20 years in one particular country, using the films in the Zero Ten Twenty series. An extension activity in lesson 8 can introduce your pupils to the remaining six children in the series. In this lesson students will meet Rosamaria who lives in the largest slum in Rio de Janeiro, they will learn about the concept ‘favela/urban slum’ and think about ‘sustainable cities’.

Learning Objectives

● Be able to explain what a favela is
● Understand the challenges facing people living in urban slums
● Practice writing an informative article

Resources Required

● Zero Ten Twenty - Rosamaria film clip
● Watching the ‘Children of Rio’ films handout
● Handout 3.1: Factsheet ‘Urban Slums’, internet

Key Concepts

Urban slum
Sustainable city

Lesson plan

5 minutes
Start this lesson by gauging how much students already know. Write the word ‘urban slum’ on the board and ask students to discuss in pairs what words and images come to mind. Then ask them to feed back to the group and note down key words on the board. Explain the learning objectives for this lesson.

20 minutes
Hand out the worksheet ‘Meet the children of Rio’ before watching the clip so students can make notes and tell them they will be writing an article on Rosamaria afterwards. After watching the clip, discuss as a class what they thought about the film. What did they like, what didn’t they like? Did they learn something new? What issues do people living in a favela face?

30 minutes
Ask students in pairs to write a news article on Rosamaria. They can choose what form their article will take and make it more general, but they need to make sure to include facts on Rocinha (population, language, services, etc), use information from the film on Rosamaria’s life and focus on the issues posed by life in a slum. They can use the internet to do their research and find out more information on life in Rocinha.

5 minutes
Hot seat plenary – ask each student to come up with two questions on what they have learnt in this lesson. Then ask students to pair up and ask each other the questions. Feed key points back to the whole class if you have time.
Lesson Four: Meet Panjy / Child Labour

About this lesson
In this lesson students will meet Panjy who lives in rural Tamil Nadu, India and was taken out of school to work in the local fireworks factory. They will understand the concept and impact of child labour, look at gender inequality and think about decent employment.

Learning Objectives
- Be able to explain what child labour is and know different forms of child labour
- Understand the impact of child labour on children’s rights and the consequences for their life

Resources Required
- Zero Ten Twenty – Panjy film clip
- Watching ‘The Children of Rio’ Films handout
- Handout 4.1: Panjy’s Rights
- Handout 4.2: Problem Tree Template

Key Concepts
- Child labour
- UNCRC

Lesson plan

5 minutes
Start this lesson by gauging how much students already know. Write the word ‘child labour’ on the board and ask students to discuss in pairs what words and images come to mind. Then ask them to feed back to the group and note down key words on the board. Explain the learning objectives for this lesson.

20 minutes
Hand out the worksheet ‘Meet the children of Rio’ before watching the clip so students can make notes. After watching the clip, discuss as a class what they thought about the film. What did they like, what didn’t they like? Did they learn something new? What issues do people, especially girls, living in rural India face?

30 minutes
In this activity students will look at Panjy’s life and understand which of her child rights are being violated. There are several major violations in relation to child labour and Panjy’s arranged marriage. Cut out the different articles from the UN Convention on the Rights of the Child (UNCRC) and give each student one of the rights (Handout 4.1). Read out Panjy’s story and ask them to stand up if they think the right on their piece of paper is being violated. Afterwards discuss which rights are being met and which ones are not. Ask pupils to then fill in the problem tree template to enable thinking about the causes and consequences of not having access to one’s rights.

5 minutes
Hot seat plenary – ask each student to come up with two questions on what they have learnt in this lesson. Then ask students to pair up and ask each other the questions. Feed key points back to the whole class if you have time.

Extension Activity
What would life in a factory be like? If you have time, pupils can play the online game ‘Playfair’ which simulates the pressures of working in factory for an unfair wage. Follow this link: http://www.playfair2012.org.uk/game/
Lesson Five: Meet Angela / Reaping the Rewards

About this lesson
In this lesson students will meet Angela who lives on Lihir Island, Papua New Guinea which is home to one of the largest gold mines in the world. At the end of this lesson students will have learned about the impact of mining on the environment and think about natural resource depletion.

Learning Objectives
● Understand the issues related to gold mining and resource depletion
● Able to form and articulate an argument for or against gold mining
● Be able to communicate

Resources Required
● Zero Ten Twenty - Angela film clip
● Watching ‘The Children of Rio’ Films handout
● Handout 5.1: Gold Mining, internet
● A3 paper, pencils, coloured markers

Key Concepts
Natural resource
Resource depletion

Lesson plan
5 – 10 minutes
Ignite students’ thinking about resource depletion by asking them to call out the natural resources they know (fossil fuels, minerals). Then hold the small quiz with pupils about gold on fact Handout 5.1.

20 minutes
Hand out the worksheet ‘Meet the children of Rio’ before watching the clip so students can make notes. After watching the clip, discuss as a class what they thought about the film. What did they like, what didn’t they like? Did they learn something new? What impact does a mine have on the environment; and on a community?

30 minutes
In lesson 2, students thought about balancing the economic needs with environmental concerns. In this lesson, students will take this further by exploring the pros and cons of gold mining on Lihir Island, Papua New Guinea. Students can use the information on gold mining (Handout 5.1) to start their research. Divide your class into pairs; half the pairs will be looking at pros of mining and the other half at cons. Each group will create a poster outlining facts and their argument. If you have time, have pairs present their posters to the whole class.

5 minutes
Hot seat plenary – ask each student to come up with two questions on what they have learnt in this lesson. Then ask students to pair up and ask each other the questions. Feed key points back to the whole class if you have time.

Extension Activity
If you want to take learning about the social impact of mining further, you could encourage students to think about human slavery in mining. There is a great interactive and visual survey that students could complete that will tell them how many slaves are working for them (incl. in mining). Follow this link: http://slaveryfootprint.org
Lesson Six: Meet Kay-Kay / Profit vs Social Justice

About this lesson
In this lesson students will meet Kay Kay who lives in Guangzhou, China where many textile factories exporting to the UK are based. In this lesson students will understand the product supply chain behind a pair of jeans and think about the concept of ‘outsourcing’. They will be able to explain the impact of outsourcing.

Learning Objectives
● Understand the term outsourcing and the issues related to it
● Gain an insight into the supply chain of a product
● Be able to express their opinion on unfair labour conditions

Resources Required
● Zero Ten Twenty – Kay Kay film clip
● Watching ‘The Children of Rio’ Films Handout
● Handout 6.1: Material Connections
● Handout 6.2: How much for my pair of jeans?

Key Concepts
Industrialization
Outsourcing
Migrant workers

Lesson plan

5 minutes
From the moment we wake up until the moment we go to bed, we are connected with the rest of the world through all the products we use. Start this lesson by looking at how many global connections students have through goods. Ask everyone to check labels in their clothes, shoes, bags and school materials and map where everything comes from. For inspiration, use handout 6.1.

20 minutes
Hand out the worksheet ‘Meet the children of Rio’ before watching the clip so students can make notes. After watching the clip, discuss as a class what they thought about the film. What did they like, what didn’t they like? Did they learn something new? How do they feel about Kay Kay’s life? What was different and what was the same?

30 minutes
With the economic rise of China, many people migrated to the cities in search of work in the new factories, in hope of a better future like Kay Kay’s parents. For many of these migrant workers, this means that they now work long hours (Kay Kay’s mother manages 3 hours sleep between shifts) for low pay and in poor conditions. By outsourcing products to be made in countries like China, companies can keep their costs and thus prices down. Does this seem fair? Start this activity by playing the ‘How much for my pair of jeans’ game to get students to think about who profits in global trade. Afterwards have a class discussion on if the process seems fair? Ask students to write a short essay answering the question: ‘Do companies have a responsibility to make sure they source their products from factories with fair working conditions? Why and what can be done?’

5 minutes
Hot seat plenary – ask each student to come up with two questions on what they have learnt in this lesson. Then ask students to pair up and ask each other the questions. Feed key points back to the whole class if you have time.
Lesson Seven: Meet Erdo / A Way of Life Under Threat

About this lesson
In this lesson students will meet Erdo who lives a precarious life in Northern Kenya, where bandits and tribal violence threaten his family’s traditional nomadic way of life (pastoralism). In this lesson students will think about the difference between developing and developed nations and think about solutions to the challenges faced by people living in absolute poverty.

Learning Objectives
● Understand the impact of poverty on life in Kenya and traditional ways of life and think about solutions
● Be able to explain the difference between a developed and developing country

Resources Required
● Zero Ten Twenty – Erdo film clip
● Watching ‘The Children of Rio’ Films Handout
● Handout 7.1: Signs of Poverty
● Handout 7.2: Comparing Developed and Developing Nations

Key Concepts
Developed/developing country
Pastoralist

Lesson plan

5 minutes
In this lesson students will have a closer look at the impact of absolute poverty on a community in Kenya. Start this lesson by asking pupils to list five signs of poverty they can identify in the photo (Handout 7.1). Possible answers your students might give: hut; dry ground; no running water or electricity. Write their answers on the board and have a brief discussion on how these things would impact one’s life. Encourage them to think about things they like/have (playing computer games, texting on mobile phones, buying new clothes) and if they would still have them. Note: make it clear that not all people in Kenya are poor.

20 minutes
Hand out the worksheet ‘Meet the children of Rio’ before watching the clip so students can make notes. After watching the clip, discuss as a class what they thought about the film. What did they like, what didn’t they like? Did they learn something new? What challenges do Erdo and his family face? Would they choose a pastoralist or agricultural way of life?

30 minutes
In this activity students will start by thinking about the differences between developed and developing countries. Divide your class into pairs and give each pair a copy of handout 7.2 and ask them to compare the UK, Kenya and China by ranking them. Have students do their own research or provide them with the statistics. Discuss as a class what makes a country developed or developing. Now encourage your pupils to take on the role of a charity working in Erdo’s community. What would you do to make a difference? Think about the challenges Erdo and his family face on a daily basis. Use handout 7.1 and 7.2 to think about the different indicators of poverty. You can again encourage your students to fill in a problem tree template.

5 minutes
Hot seat plenary – ask each student to come up with two questions on what they have learnt in this lesson. Then ask students to pair up and ask each other the questions. Feed key points back to the whole class if you have time.

Extension Activity
To take this lesson on Erdo and Kenya further, you can ask your students to research the Turkana Tribe and create a magazine on the different aspects of their culture.
Lesson Eight: What Next?

About this lesson
In the previous lessons students have researched the achievements and failures of the Rio Earth Summit in 1992 and the Rio +20 conference in 2012; they have explored the global challenges facing our people and planet and they have been introduced to the reality of life around the world by focusing on five different children. In this lesson students will be encouraged think about what they want their future to look like and what positive contributions they can make.

Learning Objectives
● Inspire young people to express their hopes and fears for the future
● Encourage students to articulate their ideas to adults and decision-makers
● Inspire students to take action

Resources Required
● Handout 8.1: Sustainable Development Goals

Key Concepts
Sustainable Development Goals

Lesson plan

5 minutes Recap key concepts from the past lessons and ask what students have enjoyed learning about the most. As will be clear, there is still a lot of work to be done if human life on our planet is to become sustainable. The main result of Rio +20 was countries’ commitment to establishing Sustainable Development Goals (SDGs) for 2015. Conversations are currently taking place as to what those SDGs should be. In this lesson, students will be working on creating their own SDGs.

45 minutes In the next few years, heads of state, companies and NGOs will be discussing what they think the SDGs should look like and what issues should be our priorities. In this activity, in groups, students will be drafting their own SDGs based on what they have learnt in the past lessons and by relating the global issues to activities in their own lives. What issues are they most passionate about and which issues should be prioritized? What action needs to be taken to achieve the goals? Each group will draft their own SDGs using worksheet 8.1. Groups can present their work to the whole class if time allows – the presentation could also be in the form of a role play, interview skit or whichever form they prefer.

10 minutes Hot seat plenary – ask each student to come up with five questions on what they have learnt in this lesson and throughout the resource. Then ask students to pair up and ask each other the questions. Feed key points back to the whole class if you have time.

Extension Activity
Be inspired by 12-year old Suzuki Severn’s speech at the original Rio Earth Summit, in which she talks about her fears and hopes for the future. Ask students to write their own persuasive essays on what they want their future to look like – and any hopes/fears they have for their future. Alternatively, students could make a collage of what their ideal world looks like using images from the internet, magazines or their own drawings. Or encourage your students to take action on the global issues they have been learning about. Have a look at the Reframe/Take Action section on the Reframing Rio website.
Handout: Watching - The Children of Rio films

Handout copies to each student before watching ‘The Children of Rio’ the films so they can record information whilst watching.

1. Who is the child in the film? Note down 3 facts about their life / way of life (e.g. about their family, home, country, means of income)
   - 
   - 
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2. What are the main issues / challenges the child in the film and his / her family and community face?

3. What key events happen throughout the 20 years of the child’s life? What changes happen?

4. How do you feel after watching the clip about this child’s life?
Handout 1.1 – Expert Sheets

Expert Sheet Poverty

What is Poverty?

Poverty has many different definitions – many taking income as a base. The World Bank defines poverty as living on less than $1.25 per day. A person is considered poor if they live on less than this amount.

Expert Sheet Sustainable Development

What is Sustainable Development?

Sustainable development is about more than just the environment – it is about balancing competing needs in many different ways, but essentially it is development that promotes the personal wellbeing, social cohesion and inclusion, and creating equal opportunity, addressing health care and free social education and enables learning and culture.

Absolute Poverty

Absolute poverty measures poverty in relation to the amount of money necessary to meet basic needs such as food, clothing, shelter, health care, and education. The concept therefore fails to recognize that individual’s have important social and cultural needs.

Relative Poverty

Relative poverty measures poverty against a background of norms and standards. This poverty is related to what is considered normal in a particular society or region. It is about living within the average standards of the community.

International standards for extreme poverty set the poverty line at $1.25 ($2) a day. The World Bank defines extreme poverty as being on less than $1.25 per day. This is considered poverty.

Measuring poverty focuses on economic factors and is based on income. A person is considered poor if their income falls below some minimum level necessary to meet basic needs. This minimum level is called the poverty line.
Handout L2 – Rio Earth Summit

Rio Earth Summit Statement

Humanity stands at a defining moment in history. We are confronted with a perpetuation of disparities between and within nations; a worsening of poverty, hunger, ill health and illiteracy; and the continuing deterioration of the ecosystems on which we depend for our well-being (statement by world leaders at UN Earth Summit 1992).

The Rio Earth Summit in 1992 attracted more heads-of-state than any other conference to date. It aimed to help governments rethink economic development by recognizing that economic and social progress needs to go hand in hand with finding ways to preserve our natural resource base and prevent further environmental degradation. The summit succeeded in putting sustainable development on the global agenda as well as creating an action plan (Agenda 21) and several treaties to tackle biodiversity, climate change, desertification and protection of the oceans.

Breaking News: Headlines Around the Earth Summit

To some, global warming may be only hot air.

June 23, 1988

NASA's James Hansen testifies to Congress that the "99 percent consensus" of climate scientists is warming up. New York Times

Storm rocks WA amid record chill

Hell and high water

U.N. Sees New Famine in Africa

Handout 1.2 – Rio Earth Summit

Rio Earth Summit Statement

Humanity stands at a defining moment in history. We are confronted with a perpetuation of disparities between and within nations; a worsening of poverty, hunger, ill health and illiteracy; and the continuing deterioration of the ecosystems on which we depend for our well-being (statement by world leaders at UN Earth Summit 1992).

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U.N. Sees New Famine in Africa
Can you put the events next to the right year on the timeline below? Use the Internet if you need help.

Handout L3 - 20 Years Since Rio Timeline
MEET THE CHILDREN OF RIO

Teacher Notes on Timeline

1961: Establishment World Wildlife Fund (WWF)

1972: Creation of the UN Environment Programme

1973: Oil Crisis and Yom Kippur war, Arab-Israeli war in which the United States backed Israel, Office of Arab Petroleum Exporting Countries (OAPEC) proclaimed an oil embargo.

1979: First World Climate Conference, Geneva. One of the first global meetings on climate change, which embroiled Israel and its Arab neighbors, also known as the Arab-Israeli war in which the United States backed Israel.

1987: World population reaches 5 billion. The Brundtland Commission Report is published which coined the term 'sustainable development'.

1992: UN Conference on Environment and Development; the Rio Earth Summit. This summit led to Agenda 21 action plan and blueprint for global sustainable development, to the UN Convention on Climate Change, and the UN Convention on Biological Diversity (protecting species and natural resources).

1994: UN Convention on Desertification adapted to combat drought and desertification, especially in Africa.

1997: Kyoto Protocol – an international treaty that set binding obligations to reduce greenhouse gases and came into force in 2005.

1999: UN Millennium Development Goals (MDGs) set to be achieved by 2015. The MDGs are 8 goals that aim to tackle the causes of poverty.

2000: World population reaches 6.5 billion.

2006: World Population reaches 7 billion. An additional challenge for pupils is to research when the initial Earth Summit and thus referred to as Rio +10. Main result was a treaty to restore world's fish stocks.

2002: World Summit on Sustainable Development held in Johannesburg, which was held 10 years after the successful back to 2015. The MDGs are 8 goals that aim to tackle the causes of poverty.

2007: Global financial and food Crisis

2012: Rio +20 Conference in Rio de Janeiro (have students write this on the timeline themselves)
In 2012 world leaders once again came together in Rio to discuss the need for adopting a green economy. The conference highlighted seven priority issues to focus on:

1. Gainful employment
2. Energy
3. Sustainable cities
4. Food security and sustainable agriculture
5. Clean, accessible water
6. Ocean preservation
7. Disaster readiness

The conference focused on two main themes:

1. An institutional framework for sustainable development
2. Economic development with social and environmental goals

The Rio +20 Conference was seen as a failure of leadership and has been called a "once in a generation" moment when the world needs vision, commitment and above all, leadership. Sad to say, the current document is failing to lead style leadership. (Mary Robinson, UN High Commissioner for Human Rights)

Despite the fact that the world produces enough food to feed everyone, there are more hungry people today than when the world last met in Rio in 1992. (Barbara Stocking, Chief Executive Oxfam)

"This is a generation moment when the world needs vision, commitment and above all, leadership. The Rio+20 document is lacking and guidelines on the way forward. The Future We Want document is disarray and guidelines on the way forward. The conference failed to come to an end in 2012. They signified other means to establish a global environmental stewardship Development Goals that will follow from the Millennium Development Goals that are set to come in 2015. They signified the need for a global environmental stewardship Development Goals that will follow from the Millennium Development Goals that are set to come in 2015.

In a world of plenty, no-one, not a single person, should go hungry; I urge all of you to join me. (Ban Ki Moon, UN Secretary General)

The Rio +20 Conference has received a lot of criticism and has been called a failure because the document it produced, "The Future We Want," lacks detail and guidelines on the way forward. At the end of the conference the 190 nations that were present signed on a plan to develop a set of global sustainable development goals that will follow from the Millennium Development Goals that are set to come in 2015. They signified other means to establish a global environmental stewardship Development Goals that will follow from the Millennium Development Goals that are set to come in 2015.

"In a world of plenty, no-one, not a single person, should go hungry; I urge all of you to join me." (Ban Ki Moon, UN Secretary General)
Handout 2.2 – Earth Summit Role Play Card

Agenda Mini Earth Summit (led by the chair):

- Ask each group to issue a press release
- Try to reach an agreement between the groups
- Open the door to groups to suggest and discuss changes to the plan. Ensure everyone stays in their role
- Explain the plan for the development of a piece of the Amazon forest (scenario below)
- Ask each group to introduce themselves (their role)

Scenarios:

Role Play Cards:

- **Consumers:** You live in the UK and products that you buy come from the forest – wooden furniture, flooring, rubber, medicine, beauty products, fruits and nuts. You are concerned about the environmental damage caused by the products you buy, and you don’t want the prices of the products to go up. You work in the Amazon forest collecting down trees for the logging company. You worry about the sustainability of our planet.
- **Loggers:** You work in the Amazon forest cutting down trees for the logging company. You don’t want your job as a logger to go up. You want the price of paper, you are worried about losing your job if development does not go through.
- **Environmental Campaigner/NGO:** You work to protect the natural world and to make sure that future generations will also be able to benefit from all the natural resources. You lobby the Brazilian government to get their commitment to protecting the Amazon. You work with the consumer, the loggers, and the environmental campaigner to find a solution.
- **Brazilian Government:** You are concerned about the national debt and to see developing the forest as the best option for all. You are under a lot of pressure to repay the national debt and see developing the forest as the best for everyone. You are under a lot of pressure to repay the national debt and see developing the forest as the best for everyone. You are under a lot of pressure to repay the national debt and see developing the forest as the best for everyone. You are under a lot of pressure to repay the national debt and see developing the forest as the best for everyone. You are under a lot of pressure to repay the national debt and see developing the forest as the best for everyone. You are under a lot of pressure to repay the national debt and see developing the forest as the best for everyone. You are under a lot of pressure to repay the national debt and see developing the forest as the best for everyone. 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Facts & Figures

- Currently 988 million slum dwellers – which is one third of the global urban population
- 64% of the world’s slum dwellers live in developing countries in Africa, Asia and Latin America
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Panjy was born in a rural village in Tamil Nadu, India where most people work in the local fireworks factory – both adults and children as young as 10. Due to the chemicals used in the factory, people suffer a lot of health problems. For most families, the main priority is getting food on the table, and less likely to make other decisions. Most children work because their families are poor and they need to contribute to meet their basic needs.

Quick Facts on Child Labour in India

**What is child labour?**

- Education and work in hazardous conditions
- Exposure to violence
- Inadequate living conditions: children work long hours
- Poor health and disease, lower wages

**What kind of work do children do?**

- More than 70% of child labourers work in agriculture. Other jobs include domestic work, begging, outdoor industries, the mining of black stones in banks, restaurants, and tourist establishments, sexual exploitation, and on their lives as children working long hours in hazardous work in harsh conditions. Men in their early adulthood. Women work more than men.

**Why do children work?**

- Most children work because their families are poor and they need to contribute to meet their basic needs.
- Children are often employed because they can be paid less and less likely to make demands.

Handout 4.1 – Panjy’s Rights

4.1.2 - Panjy’s Story

Panjy wants to become a doctor so she can help people. School is free for everyone, but many families are so poor they need to send their children out to work. Panjy is 4 years old, and her parents are already working 12 hours a day making matchboxes for fireworks, earning just 20 rupees (30c) per day.

For more information, please visit www.tve.org/reframing-rio
<table>
<thead>
<tr>
<th>Article</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>A child is anyone under the age of 18 and the convention applies to all children in the world.</td>
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<tr>
<td><strong>2.</strong></td>
<td>The convention applies to everyone regardless of their race, religion, abilities or their parents’ origins.</td>
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<tr>
<td><strong>3.</strong></td>
<td>The best interest of the child should be considered at all times by the government and all adults.</td>
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<tr>
<td><strong>4.</strong></td>
<td>Governments have to use all their power to ensure that children have all their rights.</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Governments should respect and advise about the rights set out in the convention.</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>Governments should respect the rights and responsibilities of families and the community to give children help and advice about the rights set out in the convention.</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>Governments should recognise that children have the right to life and ensure the survival and healthy development of the child.</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Children have the right to a legally registered name and nationality, to know their parents, and as far as possible be looked after by their parents.</td>
</tr>
<tr>
<td><strong>22</strong></td>
<td>Cut out the individual articles and give one to each pupil. If they think their right is being violated in Panjy’s story, ask them to stand up. If some students take two, if they think their right is being violated in Panjy’s story, ask them to stand up. If the number of pupils is smaller than the number of articles, ask them to stand up.</td>
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<tr>
<td>Article</td>
<td>Description</td>
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<td>9</td>
<td>Governments should ensure that children are not removed from their parents unless it is in the best interests of the child. Children should be given the chance to participate in the decision. Children have a right to express their views in all matters affecting them and have their views taken seriously.</td>
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<tr>
<td>10</td>
<td>Governments should take steps to stop children being taken out of their own country illegally.</td>
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<tr>
<td>11</td>
<td>Children have the right to receive and to share information, as long as the information is not damaging to them or to others.</td>
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<tr>
<td>12</td>
<td>Children have the right to express their views in all matters affecting them and have their views taken seriously.</td>
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<tr>
<td>13</td>
<td>Governments should ensure that children can stay in touch or get back together as a family. Families who live in different countries should be allowed to move between countries so that parents and children can stay together.</td>
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<tr>
<td>14</td>
<td>Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.</td>
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<tr>
<td>15</td>
<td>Children have a right to privacy. The law should protect them from attacks against their way of life, their family and their home.</td>
</tr>
<tr>
<td>16</td>
<td>Children have a right to receive reliable information from the mass media which should provide socially and culturally beneficial material in a way that is not harmful. Information should also be provided in different languages for children in minority or indigenous groups.</td>
</tr>
</tbody>
</table>
Article 24:

Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25:

Governments should provide extra money for children in needy families.

Article 26:

Governments should provide extra money for children in needy families.

Article 27:

Rich countries should help poorer countries by providing services to support them, especially if both parents work.

Article 18:

Both parents share responsibility for bringing up their children, and should always consider what is best for their children. Governments should help parents by providing services to support them, especially if both parents work.

Article 19:

Governments should do all they can to ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or carers. Governments should also provide care for abandoned children. Children should be placed in permanent, loving families, with respect for their religion, culture and language.

Article 20:

If a child moves to another country, the first concern must be the best interest of the child, whether it is in the country of birth or another country.

Article 21:

When children are adopted, the first concern must be the best interest of the child, whether it is in the country of birth or another country.

Article 22:

If a child moves to a country as a refugee, that child should have the same rights as children born in that country.

Article 23:

If a child cannot be looked after by his/her parent, alternative care must be provided by people who respect their religion, culture and language.

Article 24:

Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25:

Governments should provide extra money for children in needy families.

Article 26:

Governments should provide extra money for children in needy families.
Article 27: Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: The education provided for children should help them develop their personality and talents to the full. Education should encourage children to respect everyone's human rights and to respect their parents, culture, other cultures, and the environment.

Article 30: Children have a right to learn and use the language, customs and religion of their families, whether these are shared by the majority of people in the country or not.

Article 31: All children have a right to relax and play and to join in a wide range of activities.

Article 32: The government should protect children from work that is dangerous, or that might harm their health or their education.

Article 33: The government should ensure that children are protected from dangerous drugs.

Article 34: The government should ensure that children are protected from sexual abuse.

Article 35: The government should ensure that children are not abducted or sold.
Article 36: Children should be protected from all other people or activities that could harm their development.

Article 37: Children have the right to be protected from torture or other bad treatment. Children should only be arrested or held in detention as a very last resort. Children should not be put in prison with adults and should be able to keep in contact with their family.

Article 38: Governments should take all reasonable measures to prevent children under the age of 18 from directly participating in armed conflict.

Article 39: Children who have suffered from neglect or abuse should receive special help to restore their self-respect.

Article 40: If a child is accused of breaking the law, they should be treated with dignity and respect. They should be helped by a lawyer and have their privacy respected at all times.

Article 41: Children, if a child is accused of breaking the law, they should be treated with dignity and respect. They should be helped by a lawyer and have their privacy respected at all times.

Article 42: The government should make the Convention known to all parents and children.

Article 43-54: Instruct adults and governments on how they should work together to ensure that children have all their rights respected.

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Article 48: The government should make the Convention known to all parents and children.

Article 49: Instruct adults and governments on how they should work together to ensure that children have all their rights respected.
Handout 4.2 - Problem Tree Template

**Causes:** List the causes of child labour around the roots of the tree (e.g. poverty)

**Effects:** List the effects of child labour on the leaves/branches (e.g. not in school)

**Solutions:** List the solutions to child labour on the fruits (e.g. improve education)
Below are five quick questions to ignite your students' thinking about why gold (and other natural resources) are mined and their value.

**QUESTION 1:** Where is most of the world's gold mined?

**ANSWER:** Africa - 2/3 of all gold is mined here.

**QUESTION 2:** Where is the world's deepest mine?

**ANSWER:** South Africa - the TauTone mine in Carltonville operates at 3.5km deep.

**QUESTION 3:** How much gold is mined every year?

**ANSWER:** Approximately 2500 tonnes.

**QUESTION 4:** About how much does a gram of gold weigh?

**ANSWER:** About 3.5g.

**QUESTION 5:** Can you eat gold?

**ANSWER:** Yes! In some societies eating gold is common as the metal has no negative effect on the human body. In fact, this is the reason gold can be used for tooth fillings.

The running of the gold mine on Lihir Island has had far reaching impact on the island and the lives of its inhabitants – some of these positive and others negative.

Mining on Lihir Island

- Created independence from the UK and Germany in 1975.
- Average income per year €1.872, but as wealth is unevenly distributed 80% of the population live on less than €2.235.
- Level of literacy - 25.3%.
- Over 35 indigenous languages are spoken.
- Is a group of islands in the South Pacific Ocean with a population of 6.4 million.

**Facts on Papua New Guinea:***

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- Is a group of islands in the South Pacific Ocean with a population of 6.4 million.
- Level of literacy - 25.3%.
- Average income per year €1.872, but as wealth is unevenly distributed 80% of the population live on less than €2.235.
- over 35 indigenous languages are spoken.

5.1.2 - The effects of mining in Lihir, Papua New Guinea

Mining on Lihir Island has had far reaching impact on the island and the lives of its inhabitants – some of these positive and others negative.

As people depend heavily on the land for agriculture, the environmental destruction caused by the mining of gold means that traditional people are still living off subsistence farming.

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As people depend heavily on the land for agriculture, the environmental destruction caused by the mining of gold means that traditional people are still living off subsistence farming.
Hand, factory jobs are still usually better paid than agricultural work. On the other hand, factory jobs are usually better paid than agricultural work.

Outsourcing: Big (and small) companies in developed nations rely on factories in countries like China to manufacture their products. Think of brands like Nike, Gap, H&M, Apple. They don’t own the factories, but they pay Chinese companies to produce products based on their specifications. This is called outsourcing.

Companies outsource manufacturing to other countries because the costs for labor and production are lower. Labor costs are a lot lower. Companies can therefore keep prices down for consumers. On the one hand, this cost saving happens at the expense of the people working in the factories who face below minimum wage wages.

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Handout 6.2 – How much for my pair of jeans?

The Journey of a Pair of Jeans

The jeans are designed in the UK.
The cotton is cultivated in India and sent to China.
The thread is spun in China using Swiss machinery.
The thread is dyed indigo in the Philippines.
The material is culivated in India and sent to China.
The jeans are designed in a fashion house in the UK.
The labels are made in Portugal and the buttons in France.
The material and other parts are sewn together in the Philippines.
The jeans are reused in Ghana as second-hand clothes sent from Europe.
You take the jeans wherever you go.
The jeans are sent to the wholesaler in the UK and sold there.

Role Play Cards - Who Gets What From Your Pair of Jeans?

<table>
<thead>
<tr>
<th>Source: Labour behind the Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>The jeans are reused in Ghana as second-hand clothes sent from Europe.</td>
</tr>
<tr>
<td>You take the jeans wherever you go.</td>
</tr>
<tr>
<td>The jeans are sent to the wholesaler in the UK and sold there.</td>
</tr>
<tr>
<td>The material and other parts are sewn together in the Philippines.</td>
</tr>
<tr>
<td>The labels are made in Portugal and the buttons in France.</td>
</tr>
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</tr>
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<td>The thread is spun in China using Swiss machinery.</td>
</tr>
<tr>
<td>The material is culivated in India and sent to China.</td>
</tr>
<tr>
<td>The jeans are designed in a fashion house in the UK.</td>
</tr>
</tbody>
</table>

Provide them with the real answers:

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importer: £3.30 (11%)</td>
<td></td>
</tr>
<tr>
<td>Factory Owner: £3.90 (13%)</td>
<td></td>
</tr>
<tr>
<td>Brand: £7.50 (25%)</td>
<td></td>
</tr>
<tr>
<td>Retailer: £15.70 (50%)</td>
<td></td>
</tr>
<tr>
<td>Factory Worker: £3.00 (1%)</td>
<td></td>
</tr>
</tbody>
</table>

Do these exercises lots say a pair of jeans costs £30.00.

Let the groups decide what share of the profit a pair of jeans their group should get for the amount of work they do. How much work do they put into the jeans? etc. Give each group 5-10 min.

Discuss the type of work they did, how much work they put into the jeans, etc. Have each group state how much they should get – does the total come to more than £30.00? If so, ask the group to negotiate – who should get more and who should get less. Allow 10 minutes for this and then have each group state how much they should get. Use this handout to explore the production of a pair of jeans and think about what is more important: the low price of jeans for the consumer or decent and fair working conditions for factory workers.

Your group has already red quite a journey before you buy them and put them on. Use this handout to explore the production of a pair of jeans.
You live in China. You are 23 years old and you've worked since you were 14 years old. You work around 12 hours a day but you only get paid for 8 hours. You work all these hours for below the legal minimum wage so you can provide for your family. From this money you have to pay rent for one room where you live with your family. In your region there is no other work and each day new people from surrounding or distant villages arrive looking for work. Last year workers who tried to establish a trade union to fight for better working conditions and higher salaries were fired. Since that time, nobody has tried to fight for better conditions.

The Factory Owner tells you what questions the inspectors will ask and the answers you should give.

Every year you try to gain a bigger market share, but consumers care more and more about the working conditions in factories.

The more you are interested in competitive prices and fast delivery, the less you care about the working conditions in factories.
Additional Facts on Poverty in Kenya

Kenya Poverty Factfile:

- Over half the people in Kenya live in poverty
- Only 50% of the people have access to safe, clean drinking water
- One out of five children under the age of 5 are malnourished
- 1 in 4 children under the age of 5 are malnourished
- 8 out of 10 people in Kenya live in rural areas
- Like Erdoğan's family
- The expectancy in Kenya is 65 years old (80 in the UK)
- One of the world's largest slums, Kibera, is in the capital of Kenya, Nairobi
- 1 in 4 children under the age of 5 are malnourished
- Only 50% of the people have access to safe, clean drinking water
- Over half the people in Kenya live in poverty
- The expectancy in Kenya is 65 years old (80 in the UK)

Handout 7.1 - The Signs of Poverty

What are signs of poverty in this image? List five different things.
Handout 7.2 - Comparing Developing and Developed Nations

Fill the table below by giving each of the countries a ranking from 1 to 3 (with 1 being the best or highest) per category and then adding up the scores. Which of the three countries is a developing country and which is a developed?

<table>
<thead>
<tr>
<th>Country</th>
<th>Wealth (per capita GDP)</th>
<th>Life Expectancy</th>
<th>Literacy Rate</th>
<th>Birth Rate</th>
<th>Access to Clean Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>£1,208</td>
<td>63 years</td>
<td>87.4%</td>
<td>30 in 1000 births</td>
<td>59% of population</td>
</tr>
<tr>
<td>UK</td>
<td>£24,636</td>
<td>80 years</td>
<td>99%</td>
<td>12 in 1000 births</td>
<td>100% of population</td>
</tr>
<tr>
<td>China</td>
<td>£6,109</td>
<td>75 years</td>
<td>92.2%</td>
<td>12 in 1000 births</td>
<td>91% of population</td>
</tr>
</tbody>
</table>
One thing the Rio +20 conference achieved was commitment from all the countries present to establish a set of Sustainable Development Goals. These goals would follow up from the Agenda 21 action plan and also the Millennium Development Goals (MDGs), which come to an end in 2015.

The MDGs are eight goals that were set in 2000 to tackle the various causes of poverty around the world. The Sustainable Development Goals (SDGs) will build on the MDGs and aim to be universal in application, taking into account the different realities of countries around the world (from less developed to developed nations).

John McArthur, Senior Fellow, United Nations Foundation, Washington DC USA

“Rio+20 came at a time when the world needs to find both its mobilizing long-term vision and its near-term actions that kick-start the way forward. Governments and private actors alike need to start firming up plans so they are working towards the Sustainable Development Goals. Without the private sector being the engine of growth, we are not going to get anywhere; but also to have growth with equity, we have to have growth that means something to the poor man.”

Amina Mohammed, Special Adviser on Post-2015 Development Planning, United Nations

“The conference discussed seven priority areas: jobs, energy, cities, food, oceans, access to water and disasters. The MDGs are the current agenda of sustainable development goals. We need to be universally applicable. Today the Sustainable Development Goals will build on the MDGs, but also take a new focus. They aim to be the MDGs as the outcome, not the new MDGs that are set in 2020 to tackle the various causes of poverty around the world.”

Oliver Greenfield, the convenor of the Green Economy Coalition

“Last week, the vision for a new economy was born here. We will work to ensure that it grows up.”
How to draft a Sustainable Development Goal:

To make it easier for students to think about what the SDGs should address, divide them into different categories to enable them to relate the issues to their own lives.

Step 1:
Start with a whole class discussion to remind students of the priority areas the world needs to focus on and what specific issues need to be tackled. From here, they will write a goal or mission statement to present to the rest of the class.

Step 2:
Divide the class into groups of 3-4 pupils and give each group one of the following categories to research solutions:
- School activities
- Household activities
- Transportation
- Food and drink
- Fashion

Step 3:
Students will now focus on a specific problem within their category and use the rest of the lesson to research solutions. From here, they will write a goal or mission statement to present to the rest of the class.

Example of Sustainable Development Goals drafted by Friends of the Earth:

- Commit to a Bee Action Plan to protect dwindling bee numbers and safeguard an indispensable pollinator of UK food crops. Research commissioned by Friends of the Earth in 2012 revealed it would cost the UK £1.8 billion every year to hand-pollinate food crops without bees.
- Ensure the UK’s electricity market is carbon-free by 2030. By investing in clean energy from the sun, wind and water, reducing our reliance on dirty and expensive fossil fuels and slashing energy waste will also help protect households from soaring fuel bills caused mainly by the rocketing price of gas.
- Enable the Green Investment Bank to borrow and lend money from next year in order to kick start a billion dollars of low carbon, money every year to the oil, coal and gas industries. The sun, wind and water: Reducing our reliance on dirty and expensive fossil fuels and slashing energy waste will also help protect households from soaring fuel bills caused mainly by the rocketing price of gas.
- Limit the costs in the UK courts of fighting environmental cases to enable communities affected by environmental problems, such as air or water pollution, to bring legal action without significant financial risk.
- Agree to end fossil fuel subsidies. Governments across the world are handing over almost a hundred billion dollars of tax payers’ money every year to the oil, coal and gas industries.
- Reduce the amount of decreasing bee numbers and safeguard an indispensable pollinator of UK food crops. Research commissioned by Friends of the Earth in 2012 revealed it would cost the UK £1.8 billion every year to hand-pollinate food crops without bees.
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Meet the Children of Rio

UN Conference on Sustainable Development:
http://www.uncsd2012.org/

Climate Action Network:
http://www.climatenetwork.org/

Energy Saving Trust:
http://www.energy-saving-trust.org.uk/

Renew-Reuse-Recycle:
http://www.renew-reuse-recycle.com/

Stop Climate Chaos Coalition:
http://www.stopclimatechaos.org/

Global Footprints:
http://www.globalfootprints.org/

TES Resources:
www.tes.co.uk

To measure your own ecological footprint:
www.earthday.net/footprint/index.asp

United Nations Environmental Program:
http://www.unep.org/

Renewable Energy Network:
http://www.renewable-energy-network.org/

UN Conference on Sustainable Development:

Useful Links:

www.tes.co.uk