

Cover the new DfE guidance with confidence.

Upper Key Stage 2 content includes:

- ✿ Living in the modern world: fake news, social media and environmental issues
- ✿ The potential risks of anti-social influences and behaviours
- ✿ Changes in friendships and families, including loss and bereavement

## Today's big question

**My Life**  
PSHE for healthier, happier children

How can we help towards sustainable development goals in our own lives – at school and at home?  
How can we encourage and inspire others to do the same?



## Let's make a change... or two!

**My Life**  
PSHE for healthier, happier children

### Activity:

Today you will let your creativity flow and inspire others to make some positive changes to help reach the sustainable development goals.

Using your own ideas, or those suggested by others, you are going to create a poster or a leaflet that you can put up at school, take home to inspire your parents or carers, or put up in your local community.

You can use any art materials you wish – but remember to plan carefully first and create a 'draft' (rough) copy before you do your real one.



All Upper Key Stage 2 samples are from **Year 6, Topic 4: Global Sustainability Development Goals, Lesson 5**

## 6.4.5

## What can we do to make the world more sustainable?

**Big question:**

- How can we help towards sustainable development goals in our own lives – at school and at home? How can we encourage and inspire others to do the same?

**Key vocabulary:**

- sustainability, sustainable, environmental

**Skills:**

- Recalling and applying knowledge creatively and in new situations
- Skills for employability, including presentation skills

**Resources:**

- PowerPoint 6.4.5
- Smartboard or flipchart
- Search for the lazy person's guide online
- Poster paper, art materials

*Here is the chance for pupils to put some action in place in their own lives to help achieve the sustainable development goals. The focus is on what they can do and how they can inspire those around them, at home, school or in their local communities, and so encourage both themselves and others to do something positive.*

**Introduction (10 mins)**

- Spend some time going over everything they have learnt in the topic, answering any questions or clarifying any areas as required. Ask pupils to tell you some of the good stories they learnt about in the last lesson.
- Show **Slide 1**. Ask the class to talk in pairs about anything they do in their homes or at school that is environmentally friendly. Then ask them to feed back and discuss this as a whole class; write these on a smartboard or flipchart and leave up for the rest of the lesson.
- Tell them that thinking about the 17 sustainable development goals, with a deadline to reach in the year 2030, can feel a bit too big to know where to start! But it's important to remember that we don't have to be a powerful leader or a wealthy business to help make these goals more achievable.

**Activities (30 mins)**

- Tell pupils they are going to create inspirational posters or leaflets to share with the school and with their families and communities.
- Go through the activity instructions on **Slide 2** with pupils, and brainstorm ideas for what we could do towards a sustainable future. Write these up on a smartboard or flipchart. You could also check out some other ideas online, for example on the UN's lazy person's guide to saving the world. Once you have enough ideas, hand out some poster paper (or smaller sheets for leaflets) and lots of art materials – paints, pencils, collage materials, pastels, etc.
- Before collecting resources, make sure each pupil spends time thinking about where best to put their poster and whose permission they will need to ask, for example if they want to put a poster up in a public place, along with what impact they are hoping for and what they want to say on it.

**Plenary (10 mins)**

- The class leave their completed work on their tables and this now becomes an exhibition. They then move quietly and slowly around the classroom and look at each other's work. (Remind them that in exhibitions people are very quiet and respectful.)
- Go to **Slide 3** to recap on the big question, and have an open discussion about what they have learnt, correcting any misunderstandings and enhancing any key areas of learning, both in this lesson and then in the topic as a whole.

**Assessment Opportunities**

- Allow pupils time at the end of the lesson to write three things that they have learnt or want to remember about sustainable development and the environment.