Safety Challenge Introduction Lesson

Curriculum links:
- Computing: Innovation to address real-world problems
- Geography, Citizenship, PSHE, Science

Skills: Researching, summarising, creative thinking, presenting.

Resources: Teacher Guide (presentation download, lesson plan download, worksheet download).

Introduction
This lesson introduces students to the Global Challenge: Safety. They learn about the UN's sustainable development goals, focussing on safety and exploring what safety means to them and different children around the world.

Teacher guide:

Learning objectives
- To understand why the UN has set sustainable development goals
- To know about the sustainable development goals that involve 'safety'
- To be able to discuss what safety means to different children in their community and the world.

Agenda
- Introduction to World's largest lesson and global goals (5 mins)
- Introduction to Safety (5 mins)
- What does safety mean to you? (10 mins)
- Research task (10 mins)
- Class discussion (10 mins)
- Ideas for increasing safety (10 mins)
- Introducing the micro:bit challenge (5 mins)
- Wrap up (5 mins)

Introduction
- Watch this World's largest lesson animation https://vimeo.com/178464378 (slide 3).
- If you wish to spend more time focussing on the global goals, use this lesson or this lesson from the global goals website.
- Explain to students they will be focussing on designing innovations to address the topic of 'Safety' which is addressed primarily in global goal 11, and also in goals 4 and 16 (slide 4). (If you wish to give your students a choice between NCDs and Safety, you may wish to use the activities in the 'Introduction to NCDs challenge' lesson').

Activities

What does Safety mean to you?
- Give small groups of students large sheets of paper and ask them to create a spider diagram or list as they consider what 'safety' means to them in different areas of their lives (slide 5).
- Invite students to share their ideas with the class and discuss the overall themes that emerge.

Child safety around the world

- Being sensitive to the backgrounds and age of your students, and amending the task/links as appropriate, explain that you will be finding out more about 3 areas of safety for children around the world.
- Show students the links on slide 6 and invite them to choose one area to work on in their groups, answering the questions on slide 7. Explain they will present their research back to the class (and can use the research worksheet to record their ideas).

Class discussion

- Invite groups to present their research findings to the class, drawing together the main learning points for each area.

What can be done?

- Explain to students there are many ways the WHO and governments are trying to increase safety for children (examples on slide 8).
- Invite students to think/pair/share other ideas they are aware of (e.g. road safety adverts, decreasing speed limits, air pollution laws, increasing help to families).
- In their small groups ask students to brainstorm ideas for how children's safety could be increased in the area they researched (slide 9) and share as a class.

Introducing the Micro:bit Global Challenge.

- Remind students that you said they were going to be focussing on innovation to help address the challenge.
- Introduce the challenge to students (slide 10) and explain that you will start working on this next lesson. (If you wish to give your students a choice between Safety and NCDs, you may wish to use the activities in the 'Introduction to NCD challenge' lesson).

Lesson wrap up

- Ask students to think/pair/share one thing that they will take away from today's lesson about safety and revisit the learning objectives on slide 11 if you wish.

Extension / homework

- You could extend this activity by asking students to extend their research area and create a presentation or poster.
- You could start a working wall for this topic using the display resources.

Differentiation

Support:

- Students may benefit from supportive groupings during the activities.

Stretch & challenge:

- Challenge students to consider more in-depth research and ideas for potential solutions in the group activities.

Opportunities for assessment:

- Formal assessment if wished of worksheets
- Informal assessment during questioning opportunities and group activities.