



Total time

45–60 mins

Age range

8–14 years

# Everyone Can Be A Goalkeeper!



## Learning Outcomes

- Students will understand what makes a Goalkeeper for the Global Goals
- Students will identify and understand the skills and knowledge they already possess to contribute to the Global Goals.
- Students will learn to justify their opinions

## Resources

This lesson can be done with or without internet access.

With Internet access: Camera or camera phones/laptops/ipads to upload photos of students to the Goalkeeper Me app.

Without internet access: Pens, paints, materials for a collage, mirrors and the Goalkeeper Portrait activity sheet.

## Wider Context of the Lesson Plan

This lesson plan aims to instil in students the belief that everyone has the potential to be a Goalkeeper and to take action for the Sustainable Development Goals (Global Goals). By understanding everyone needs to be involved in the achievement of the Goals, students will identify and appreciate the different skills of all individuals, as well as themselves. This lesson plan links to the key criteria of the 2018 OECD Pisa Assessment framework: Global Competence. Described as “the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.”

<http://www.oecd.org/pisa/pisa-2018-global-competence.htm>

## Note to Educators

This lesson involves students reflecting on their own skills, personality and knowledge by creating a Goalkeeper portrait. Some students may not feel comfortable with having their photograph taken and therefore can be asked to create a Goalkeeper portrait of another student or famous Goalkeeper for the Global Goals.

This lesson also involves uploading photos of students to the internet. Ensure this is in alignment with your school privacy and safeguarding policy and read the Terms and Conditions of the Goalkeeper app: <http://cdn.worldslargestlesson.globalgoals.org/2018/06/goalkeeper-privacy1-1.pdf>

## Acknowledgements

With special thanks to **Chris Gadbury**, Twitter: @chrisgadbury [www.magicstorybooks.com](http://www.magicstorybooks.com),

**Memory Banda**: <https://memorybanda.blogspot.com/>

**Ndubuisi Uchea & Hayel Wartemberg**: <https://wordonthecurb.co.uk/>

### Step 1: Activating Prior Knowledge

5  
mins

**Note:** This lesson assumes that students have an awareness of the Global Goals already.

A link to World's Largest Lesson Part 1 animation which introduces students to the Goals can be found at <https://www.youtube.com/watch?v=cBxN9E5f7pc&t=10s>

Ask the following questions for a quick recap of students' Global Goals knowledge. This can be done as a Think, Pair, Share or a whole class activity: *What are the Global Goals aiming to achieve? Why are they important? How many Goals are there?*

### Step 2: Identifying Who is Helping to Achieve the Global Goals Already

10  
mins

Ask students the question: *Who is responsible for achieving the Global Goals?*

Possible prompts: Governments, NGOs/charities, the UN, businesses, schools, children, adults - EVERYONE!

Next ask the question: *Do young people have a responsibility to achieve the Global Goals? Can young people make a difference to the Global Goals?*

Discuss some different answers and opinions and explain that even from a very young age, children and young people can have meaningful impact on the Goals. Watch the World's Largest Lesson Part 2 animation ([https://www.youtube.com/watch?v=Qx0AVjtdq\\_Q](https://www.youtube.com/watch?v=Qx0AVjtdq_Q)) to see examples of ordinary young people taking action for the Goals. And/or you could show students examples from the [World's Largest Lesson interactive map](#) and look at actions other young people are taking for the Global Goals.

Explain that these people could be called **Goalkeepers** because they are standing up and taking action for the Global Goals. They are ordinary people that care about making their schools, homes, communities and countries better for everyone to live in now and they care about protecting them for the future. They use the Goals as a way of linking their action to a Global plan to make the world fairer and more just. Students can read more about other young Goalkeepers from around the world in **Appendix 1**.

**Note:** In the following activity there are no right and wrong answers. The activity is designed to prompt discussion amongst students by asking open questions which challenge students to justify their ideas and opinions.

Read aloud/show the quote below from Goalkeeper Memory Banda (see **Appendix 1** for more about Memory's incredible work in achieving Goal 5).

*"There are no superpowers for one to be a Goalkeeper, **everyone** can be a Goalkeeper by simply choosing any of the Global Goals and starting to push for progress."*

Discuss this quotation as a class - *do students agree?* Explain that everyone has different skills and knowledge to achieve the Goals. It is how students use these to achieve the Global Goals that is important. As a Goalkeeper decides to stand up and take action - even if they experience setbacks and disappointments they remain positive, optimistic and determined that the Goals will be achieved!

Show the 'Making Connections Between the Global Goals' activity sheet (**Appendix 2**). This activity is to help students identify the type of skills that might be needed to achieve each of the Goals. Display the 15 green words suggested in **Appendix 3** (you may wish to edit this list for your school setting). Pick one word to get started e.g creative. Write this in the first red rectangle in the middle of the activity sheet.

Next ask students - *How would the skill of creativity contribute to the Goals? Which Goal(s) would be affected the most?* Encourage students to justify their opinions and choices. Take a few suggestions from the class and connect creative with the chosen Goals by drawing a line from the word to all the relevant Goals.

Students can then complete the rest of the worksheet by choosing which other skills listed in **Appendix 3** they think are the most important for achieving the Goals and connecting those skills to the Goals they think will most benefit.

Throughout the activity, stop the class to ask students which skills they have identified as most important. Ask students to share some of their opinions as to why they have selected a skill for a specific Goal.

**Note:** There are no right or wrong answers here as it may depend on what students feel. Some skills may even be relevant to all the Goals.

**Challenge:** Ask students *why is it important that we have lots of different people with different skills, interests and knowledge to help achieve the Goals?* Because the problems the world faces are enormous and varied and often there is not one solution or answer.

## Step 4: Realising Individual Potential

10  
mins

The next step is for students to identify their own personal skills. Invite students to spend some time thinking about their answers to the following questions. They may want to confer with a partner for further suggestions.

1. What is special about you that makes you unique?
2. What about you means you have the potential to be a Goalkeeper?
3. What skills or characteristics do you already have that you could develop further to become a Goalkeeper?
4. What kind of person do you want to be when you are older?

Encourage students to think about and select as many words as possible. It is important to stress to students that they are not choosing words that describe physical appearance, but rather words to describe characteristics, skills and knowledge. As a prompt, you could refer to the words listed in **Appendix 3**.

## Step 5: Creating a Goalkeeper Portrait

10  
mins

Next show the Goalkeeper Me app. Explain that students will need to select the 3 words that they believe can be most helpful to them as they take action for the Global Goals. Use this opportunity to explain that it is about accepting everyone is different and that their different interests and ambitions are what is needed to achieve the Global Goals. You could show some examples of Goalkeeper portraits: <http://perfectdaylondon.com/projects/goalkeepers/>

Students upload a photo of themselves on the Goalkeeper app website and can personalise their portraits according to colour and words. (See **Appendix 4** for the full list of instructions).

Challenge students to think of ways in which they could use their Goalkeeper portraits to help more people find out about the Global Goals. Show students examples of how previous Goalkeeper portraits were used to showcase the first Goalkeepers event in New York in 2017. *Could students create their own Goalkeeper campaign?*

**Alternative:** If camera phones/cameras are not available provide mirrors and invite students to draw/paint or make a collage image of themselves. Students can then use this image and their 3 chosen words to create a Goalkeeper portrait (See the Goalkeeper Portrait template in Appendix 5). The Goalkeeper portraits can then be shown as a classroom or school display. Challenge students to think where else they could displayed. *Where could they display their Goalkeeper portraits to help more people know about the Global Goals?*

## Step 6: Now You're Ready - Take Your First Action!

10  
mins

Once students have identified the skills and knowledge they already possess to become Goalkeepers, they are ready to take action for the Global Goals! Ask students the following questions to discuss as a class:

- What actions can you start taking for the Goals today?
- What do you want to do for the Goals as a class?
- What questions do you have about the Goals?

Watch World's Largest Lesson's Part 3 Animation <https://vimeo.com/266852848> for inspiration on how to get started today!

Please share your Goalkeeper portraits with us! Join thousands of other young Goalkeepers by adding your learning to [our interactive map](#). You can also tweet us @TheWorldsLesson, Facebook @TheWorldsLargestLesson, Instagram @TheWorldsLesson or email us [lesson@project-everyone.org](mailto:lesson@project-everyone.org)

### Extension Activities:

- Show students our Student Action tab on the World's Largest Lesson website <http://worldslargestlesson.globalgoals.org/> for inspiration on how to take action for the Global Goals.
- Create a Community Action Project to help bring about change in the local community: <http://worldslargestlesson.globalgoals.org/student-led-change-projects/>
- Watch this short film (Vimeo link <https://vimeo.com/268764152>) about famous individuals from the past. Ask students the following questions: *If the people in this video were still alive would they be Goalkeepers? Which Goals do you think they would stand for? What about these people means they are Goalkeepers? What characteristics might they have to have shown in order to achieve the remarkable feats they did?* This could be set either as a homework or form the beginning of a history project looking at famous historical figures.
- Ask students to research other people from their own countries who they think should be called Goalkeepers. Ask students to prepare a short written piece detailing and explaining why they think they should be a Goalkeeper. *What can students learn from these individuals? Could they be invited to come and speak at your school? Or help to inspire young people to take action?*
- Anyone can create a Goalkeeper portrait! Encourage students to share this with their parents, families and friends to spread the Global Goals message
- Ask students to explore and research the Goalkeepers event (<https://www.globalgoals.org/goalkeepers>) held each year. *Who were previous guests and attendees? What actions did they take for the Goals to be achieved? Why are celebratory events like this important to achieve the Global Goals?*



## Appendix 1: Examples of Young Goalkeepers from around the World



### Memory Banda from Malawi

Memory is a tireless advocate to end child marriage. Memory refused to marry at a young age and instead worked with village chiefs to develop bylaws that help to protect young girls from entering marriage. Her work has led to the authorities increasing the legal age of marriage in Malawi to age 18.

To read more about Memory's work, click [here](#).

#### 1. What inspired you to take action for the Global Goals?

Well, growing up in one of the poorest countries is not an easy thing, especially for girls. We grow up having few or no choices, and less opportunities in life. It's so sad that people grow up without knowing that they have basic human rights which needs to be safeguarded and defended. The most painful thing was to see my fellow young girls not speaking out for themselves whenever their rights are violated, or are facing any challenge in their lives. Education is one of the fundamental human rights, but most girls do not have it. When I saw child marriage happening within my family, friends, and within my community; I decided to step up for them. Child marriage is one of the devastating traditions that has affected so many girls who would have been productive citizens. I thought it's high time girls are given equal opportunities to stay in school and participate in both social, political and economic activities.

#### 2. What motivates you to keep going?

What motivates me to keep going is the progress that we are making. Girls are rising above their challenges and are challenging the status-quo. Girls are standing up for themselves and making a difference in their communities, they are becoming leaders, change makers; they are standing up for their rights. This shows that Gender Equality (Goal 5) is an achievable Goal.

#### 3. Why do you think young people are important in helping to achieve the Global Goals?

Young people are mostly affected by the limitations of each Goal, it is therefore important that young people are involved in every activity that affect their lives everywhere in the world. Without young people the Goals will not be achieved. The overall umbrella objective of the Global Goals is to leave no one behind. Young people have to be a part of everything so that we make a sustainable foundation for the next generation.

#### 4. What does being a Goalkeeper mean to you?

Being a Goalkeeper is being able to spot a social problem and know what to do and respond to it by taking the lead, and starting to think differently and believing yourself that change will happen. And there are no superpowers for one to be a Goalkeeper, everyone can be a Goalkeeper by simply choosing any of the Global Goals and start pushing for progress. Change happens when there is passion, will, and action.

## Appendix 1: Examples of Young Goalkeepers from around the World



### Ndubuisi Uchea & Hayel Wartemberg from the UK

Ndu and Hayel are the co-founders of [Word on the Curb](#) – a cultural insight agency devoted to understanding the stories, identity and culture of young people. Ndu and Hayel want to explore the misconceptions and stereotypes associated to different people across the world, developing Word On The Curb as a tool to do this, by providing a platform for people to share their stories and hear others. They in turn help brands and businesses by giving them a space in youth culture through insight and digital communication while at the same time providing young people with opportunities to learn and network within the creative sphere.

#### 1. What inspired you to take action for the Global Goals?

We both had the luxury of growing up in a culturally and ethnically diverse city, London. When we went to University in Manchester, we quickly learnt that despite this upbringing, we still had a fairly narrow-minded experience of the world and more importantly, the various cultures and identities which make it up. We felt that there was a chance to create a platform which explored the stories of different people from around Campus, and when we graduated we wanted to scale this to beyond University and Manchester. Having both first hand witnessed both overt and covert discrimination, we know the negative effects of not understanding different cultures and now more so than ever, we want to help curb these attitudes.

#### 2. What motivates you to keep going?

Using video has allowed us to impact people on a global scale, creating content which has been viewed and shared on all four corners of the globe. An example of this is with a viral video we created called What I Wasn't Taught In School. The video sees a college student challenge his teacher about the teaching of black history in schools. This video has amassed over 40 million views across various social platforms and we continue to receive emails from Lesotho to Louisiana telling us about the positive impact the video has had on individuals, schools, family members and communities. We both had individual family members from Nigeria and Ghana sending us the videos on Whatsapp without realising we had produced it! It's responses like this that motivate us to keep going.

#### 3. Why do you think young people are important in helping to achieve the Global Goals?

There are more young people in the world than ever before (approximately 2 billion people between 10 and 24). This means engaging with them shouldn't just be seen as important, it should be a prerequisite to the journey of achieving the Goals. Young people are often the trend setters, we had Whatsapp and Facebook before our parents did, and we teach them how to use it. Therefore the impact of engaging young people with the Goals is far reaching.

#### 4. What does being a Goalkeeper mean to you?

Being a Goalkeeper is a daily reminder of the obligation we have to help the community be a better environment for us all to live and exist with each other. The community of like-minded other Goalkeepers allows us to work collaboratively and not be overwhelmed by the ambitious aims set by the Global Goals. They are achievable and will be achieved.

## Appendix 2: Making Connections Between the Global Goals



## Appendix 3: List of Words for the Goalkeeper App

Words in **green** are the skills demonstrated by learning about the Global Goals. The words in **blue** are the words students might like to identify as in the Goalkeeper app. Students will be able to choose *any three* of these words for their Goalkeeper portrait.

- |                 |                      |
|-----------------|----------------------|
| 1. Brave        | 20. Brother          |
| 2. Caring       | 21. Campaigner       |
| 3. Creative     | 22. Changemaker      |
| 4. Curious      | 23. Designer         |
| 5. Determined   | 24. Dreamer          |
| 6. Enthusiastic | 25. Entrepreneur     |
| 7. Happy        | 26. Environmentalist |
| 8. Helpful      | 27. Friend           |
| 9. Imaginative  | 28. Innovator        |
| 10. Kind        | 29. Leader           |
| 11. Loyal       | 30. Mathematician    |
| 12. Resilient   | 31. Musician         |
| 13. Strong      | 32. Optimist         |
| 14. Thoughtful  | 33. Scientist        |
| 15. Trustworthy | 34. Sister           |
| 16. Activist    | 35. Storyteller      |
| 17. Adventurer  | 36. Student          |
| 18. Artist      | 37. Visionary        |
| 19. Athlete     |                      |



## Appendix 4: Instructions on How to Use the Goalkeeper App

1. Take a selfie or ask a friend to take a photo of you. Make sure you can clearly see your face and that you are smiling! It needs to be a close-up photo of your face, you don't need your body to be in the picture. Save this to your desktop.

2. Go on to the Goalkeeper app: <http://wllgoalkeeperme.globalgoals.org/>



3. Click on the Camera icon to upload your photo.



4. Use the icons on the top right corner of each image box to personalise your portraits. The A icon is where you select your words, the paintbrush changes the colour of the text and the half-filled in circle is where you can choose the coloured-tint to your photographs.

5. Before saving your Goalkeeper portrait, ensure you have read the [Terms and Conditions of the Goalkeeper app](#).

6. There are two options for saving your portrait: By clicking on the blue Save button it will automatically download to your computer. Or the Save To Gallery button will save and download your Goalkeeper portrait to your computer as well as sharing it on the public gallery platform.

7. Please then share your Goalkeeper portrait on social media using Twitter or Instagram @TheWorldsLesson or Facebook @TheWorldsLargestLesson and the hashtag #WorldsLargestLesson or email it to us [lesson@project-everyone.org](mailto:lesson@project-everyone.org)

# My Goalkeeper Portrait

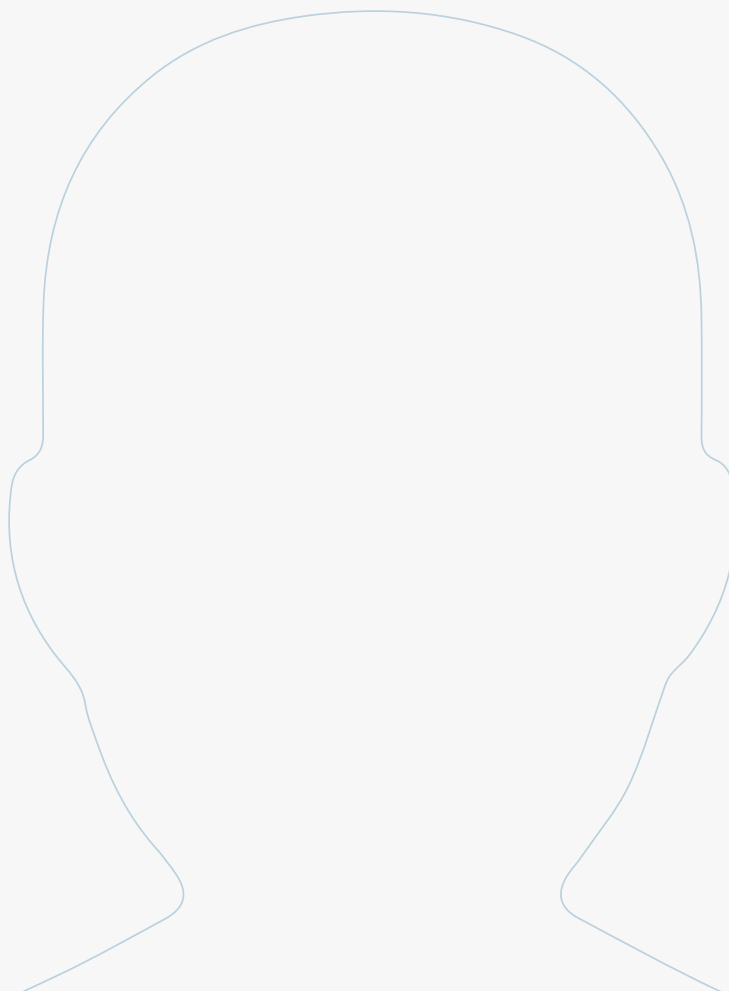


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## Instructions

- Use either a mirror or a photograph to draw, paint or create a portrait of yourself
- Select three words that best describe why you are a Goalkeeper
- Share your Goalkeeper portrait with others!

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	<b>GOALKEEPER</b>
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