



Now for 2030

Quality of Life | Grade 3 Lesson Plan

Purpose

In this lesson, students will consider the different factors which contribute to a person's quality of life and arrange them based on their personal values. They will also learn about the Sustainable Development Goals (SDGs), and consider the role they can play in improving the quality of life of people all around the world. Students will extend their learning by writing letters committing to actions to create a more equal and just world.

Estimated Time Required

90 minutes

Support Materials

- Cue Cards
- Interlocking toy building blocks, such as 'Mega Blocks'
- 'Quality of Life' Labels
- Letter template
- SDG Poster
- Video: [Learn about the Sustainable Development Goals with Chakra the Invincible and Mighty Girl](#)
- Website: [The Lazy Person's Guide to Saving the World](#)



Keywords and Vocabulary

Quality of Life - A person's overall well-being and satisfaction with life. Quality of life is impacted by tangible factors such as income and housing, but also more intangible aspects such as the sense of safety, comfort, security, health, and happiness that a person has in their life. It is important to note that perceptions about what makes a good quality of life differ between individuals and societies.

Sustainable Development Goals (SDGs) - The Sustainable Development Goals or Global Goals are a collection of 17 interlinked goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030.

United Nations - The United Nations is an intergovernmental organization that aims to maintain international peace and security, develop friendly relations among nations, achieve international cooperation, and be a centre for harmonizing the actions of nations.

Outcomes: Alberta Program of Studies Grade 3 Social Studies

3.1: Communities and the World

3.1.2 Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflection upon the following question for inquiry

- What determines quality of life?

3.2: Global Citizenship

3.2.1 Appreciate elements of global citizenship

- Recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them
- Respect the equality of all human beings

Skills and Processes:

3.S.1 Develop Skills of critical thinking and creative thinking:

- Generate original ideas and strategies in individual and group activities

3.S.8 Demonstrate skills of oral, written and visual literacy:

- Organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
- Interact with others in a socially appropriate manner

Special Opportunity Contribute to a 2030 Time Capsule!

In the month of **February 2021**, participating classes across Alberta are encouraged to write a letter to the Grade 3 class of 2030 in their school, sharing their hopes and aspirations for the future. Once complete, send your letter to ACGC to be stored in our time capsule. On 25 September 2030, ACGC will open and share the letter, and will send it back to your school for the grade 3 class of 2030 to read! Be sure to include your school name and return address!

See page 5 of this guide for details!



Sample Activities



LEARN

1. What determines quality of life?

Ask students to share different factors that contribute to a good quality of life. After a brief discussion, provide students with 3 cue cards each. On each cue card, have students write down one factor that contributes to a good **quality of life**. These factors could be:

- Basic needs
- Something they want
- Services they access
- People around them
- Community/environment in which they live

Discuss and reflect together, asking students to share back what they wrote down. Reflect on the following questions:

- What themes emerged between the different factors shared?
- Are there items included that could both improve and worsen someone's quality of life?
- **Critical thinking:** Does a high income always lead to a good quality of life? Why/Why not?

2. The Building Blocks of Quality of Life

Before the lesson begins, print the 'quality of life' labels found at the end of this guide and attach to building blocks. Large interlocking toy building blocks such as 'Mega blocks' aimed at young toddlers are suggested.

Divide students into groups, and distribute the blocks. Working together, students rank, sort, or stack the blocks in order of 'importance to a higher quality of life'. Have students organize the blocks as they see fit (in a line, pyramid, circles, etc.). After the activity, ask students to share how they ordered their blocks.

- What did you decide were most important/least important factors contributing to a good quality of life?
- How might someone's age, gender, culture, or identity impact what they think is most important?

Alternative: If this activity is fully virtual, share a screen with the factors of quality of life and ask students to rank them in their order of importance.

Extension: Share photos from the four countries studied in grade 3 in Alberta: India, Peru, Ukraine, and Tunisia. What do the photos reflect about the quality of life in these communities? Use the Social Studies Images Collections from Alberta Education found in the resource list.

Draw further connections to the Alberta curriculum through completing the unit 'Understanding Quality of Life. Grade 3. Learn Alberta.' http://www.learnalberta.ca/content/ssoc3/html/understandingqualityoflife_oci.html

More about The Sustainable Development Goals

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth - all while tackling climate change and working to preserve our oceans and forests.

Resources

Sustainable Development Goals. <https://sdgs.un.org/goals>

The Global Goals www.Globalgoals.org

Learn more about the Sustainable Development Goals

See lesson and resources at <http://acgc.ca/resources-publications/teachers-resources/>



3. What are the Sustainable Development Goals?

Introduce the Sustainable Development goals by having students watch the video, **Learn about the Sustainable Development Goals with Chakra the Invincible and Mighty Girl**. In this video, Chakra the Invincible and Mighty Girl travel to the United Nations to learn about the Sustainable Development Goals. Watch the video up to time mark of 3:11. <https://vimeo.com/185771597>

4. Make connections between the SDGs and quality of life.

Print and provide students with the SDG poster found in this guide or online at <https://www.un.org/sustainabledevelopment/news/communications-material>.

Using the cue cards created at the beginning of the lesson, students work together to match their cue cards from the start of the lesson to the different SDGs. After the activity, reflect on the following questions

- What SDGs did our class identify most frequently?
- Were there any SDGs our class did not identify on our cue cards as being part of a good quality of life?
- What SDGs are most important to you? Why?

Together, students may brainstorm more factors to a good quality of life linked to the SDGs that were missed previously, sharing why they are important to them.

Taking Action on the Sustainable Development Goals

Countries around the world are striving to achieve the SDGs by 2030. But what can students do? We can only achieve the SDGs if we all work together, using the strengths and means we have today! It can start at home with small actions to create a big impact!

Together, brainstorm actions students can take to achieve the SDGs. Write the actions on a flip-chart or whiteboard for all to see.

- What can you do to help achieve the SDGs by 2030?
- Which SDGs do you think we have to work towards in Alberta? In Canada?

When thinking about actions to take, you can make suggestions from [The Lazy Person's Guide to Saving the World www.un.org/sustainabledevelopment/takeaction/](http://www.un.org/sustainabledevelopment/takeaction/).





5. Write a Letter about the Sustainable Development Goals

After brainstorming actions, students decide on an action they would like to take, as an individual, or as a class. Students then write letters to a person of their choosing, to describe the action they will take. In the letter, students should include:

Paragraph 1: Introduction: why they are writing this letter

Paragraph 2: What SDG(s) they care about and why

Paragraph 3: What actions they will take this year

Paragraph 4: What impact they hope their action(s) will have

You may provide students with the friendly letter template found in this resource.

Collect the letters to share back with the students at the end of the school year. Did students take action on what they wrote? Have they already seen changes because of the actions they took? How might their actions here in Alberta impact someone in India, Peru, Ukraine, or Tunisia?

6. Write a Letter to a Class in 2030

In 2030, students currently in grade 3 (as of 2021) will be graduating from high school and becoming adults!

What kind of world do they want to inherit? Together as a class, write a letter to your school's grade 3 class of 2030. What does your class hope for in the world in 2030? What advice would you offer to a grade 3 class in the future?

If you are writing this letter in February 2021, we invite you to send this letter to ACGC to be included in our 2030 time capsule! ACGC will send this letter back to your school in 2030 for the future grade 3 class to read! Be sure to include your school name and return address! You may send the letter to:

Alberta Council for Global Cooperation
% 2030 Time Capsule Campaign
10816a 82 Avenue, Suite 205
Edmonton, Alberta
T6E 2B3

Assessment for Student Learning

Consider ways of assessing students on their ability to identify factors which contribute to a good quality of life, as well as their letter writing composition.



Quality of Life Labels

Feeling Safe	Playgrounds	Free Time to Relax
A Library	A Television	Gender Equality
Access to Art	Food	Parks
A Cell Phone	Access to Parks or Green Spaces	Time to Spend with Friends and Family
Health Care	School	Freedom to Speak in your Language

**Reliable
Transportation**

**Employment &
Income**

Electricity

Chocolate Bars

Physical Exercise

Internet

**A System of Law
and Order**

**Freedom to Practice
your Religion**

**Feeling Loved and
Accepted**

Clean Water

Proper Clothing

Toys

Medicine

Clean air

Dear _____

Today, I am _____

The SDG I care most about is # _____

because _____

To help achieve this SDG, I will _____

I hope by working on this SDG, _____



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

SUSTAINABLE DEVELOPMENT GOALS

Resources / References

Alberta Education (2014), Overarching Critical Inquiry: Global Interconnectedness, Social Studies Grade 3, http://www.learnalberta.ca/content/ssoc3/html/makingapositivelongtermchange_cc.html

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OECD (2020), How's Life? 2020: Measuring Well-being, OECD Publishing, Paris, <https://doi.org/10.1787/9870c393-en>.

United Nations' Development Program, Human Development Index, <http://hdr.undp.org/en/content/human-development-index-hdi>

United Nations, The Lazy Person's Guide to Saving the World, <https://www.un.org/sustainabledevelopment/takeaction/>

World's Largest Lesson, Learn about the Sustainable Development Goals with Chakra the Invincible and Mighty Girl, <https://vimeo.com/185771597>



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