WORLD'S LARGEST LESSON

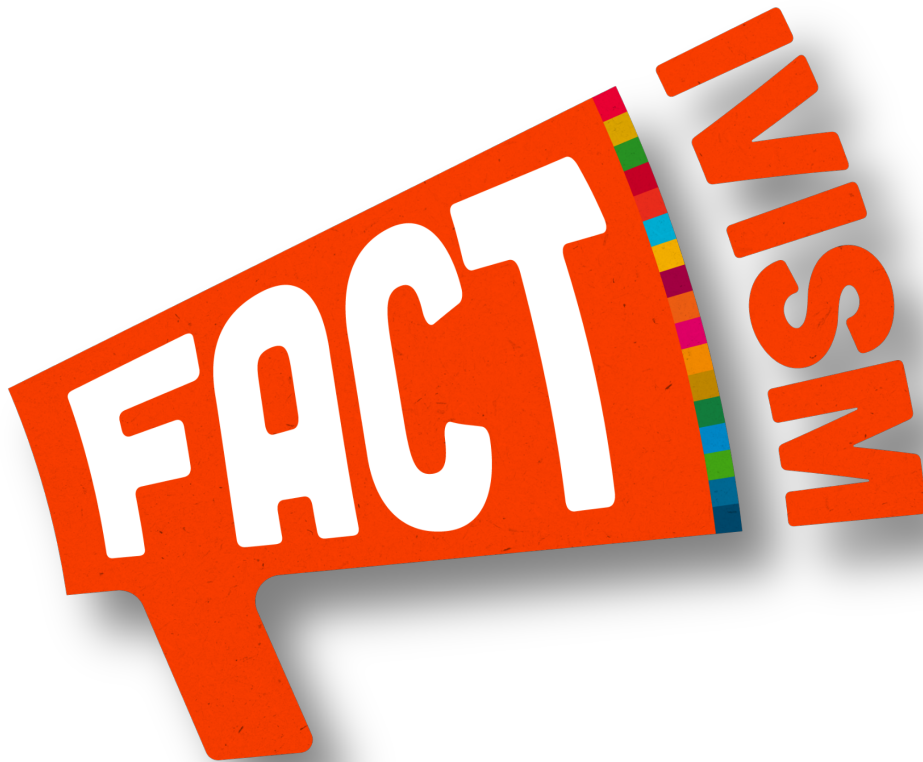Data Skills Partner

NetApp

Total time
1 hour

Age group
8-14 years

BE A FACT-IVIST!
FOR THE GLOBAL GOALS

OVERVIEW

In this activity, students will create a data poster showing an SDG data fact that they care about. First they will learn about data and pick a data point that inspires them to take action for the UN SDGs. Then they will visualise their piece of data and upload the data poster to a digital gallery for students all around the world to see.

Visit the website to see examples

You can also connect with us **@TheWorldsLesson** or email us **lesson@project-everyone.org**

WHY ARE WE FOCUSSING ON DATA?

By teaching your students how to work with data, you can empower them to become 'fact-ivists' and use information to make change! In doing so, you are helping them develop data literacy, a crucial skill for the modern world and achieving the Global Goals.

LEARNING OBJECTIVES

- I understand what data is and why it is important
- I can visualise my Global Goal data point
- I have uploaded my data poster to the Fact-ivist digital gallery

GUIDANCE FOR TEACHERS

The instructions and timeline below are flexible. You can adapt them to your teaching needs. There are three options, depending on the ability of your students and how much time you have.

This lesson plan contains instructions for teachers to use. There is also an optional powerpoint presentation. **You can access the presentation slides here.**

Thank you for being part of the World's Largest Lesson!

Ask the class to stand up if their answer is yes to the following questions:

- Do you prefer cats to dogs?
- Did you walk to school today?
- Do you use social media every day?

Collect this data using a tally chart with a row for each question and two columns for Yes and No.

Ask students: Now we have three sets of 'data'. What is data?

Answer: Data is a collection of facts that can tell you information. Data helps us to understand and make sense of the world.

- What information do they tell us about our class?
- Why might it be useful to know these things about our class?

Further explanation on data:

Data starts as 'raw', messy and unorganised. Information is organised. For example, data is the number of people standing up for each question, information is what we can learn from those tallys.

Information uses data to provide a big-picture view of how it all fits together. Data, on its own, is virtually meaningless. When it's analysed and interpreted, it becomes meaningful information. Once you have information, you can use it to change the world.

So why do we collect data? Where is data used? Can students give examples?

Answer: It's used everywhere, to make information, so that we can make decisions and solve problems. Scientists collect data to learn about the world. Companies can collect data on their customers to know what they're buying and where they're buying it. Artificial intelligence uses data in various ways to learn, make predictions and perform tasks.

Ask students: Why might data be important for helping us to solve problems like the SDGs?

Show the Global Goals grid in **Appendix 1.**

Explain to students that in this project they're going to learn how to use data on the Global Goals to learn more about a specific issue and help raise awareness for it.

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STEP 2: Become a Fact-ivist!   20 mins

Explain to students: Now it's time to use data to change the world, through **'fact-ivism'!**

Facts + Activism = Fact-ivism. It means using facts to raise awareness about a topic and bring about change. To do this, we first need to find a piece of data that means something to you.

There are three options below to help students find a data fact to work on in Step 3. Choose the option you think will work best for you and your students. With less confident students you can work altogether as a class. More confident students can work independently or in small groups.

OPTION 1

Ask students to think about the Global Goals and choose the one that is most important to them. Share a selection of related statistics from the **Data Sheet**. You could choose one fact and take time to help students understand. Or give students a wider range of facts to discuss independently. Discuss: Why do these facts matter? Who/what do they affect? What are the causes? Which fact do you care most about and why? Then students should choose a fact to work on in the next step. They have 15 minutes to find some data that relates to their chosen SDG.

OPTION 2

Ask students to think about the Global Goals and choose the one that is most important to them. They should then research in books or online to find a data fact that relates to that Goal. They have 15 minutes to find some data that relates to their chosen SDG. First they should think of questions they would like to find answers for. For example, for Goal #5: Gender Equality you could ask "Is there an equal representation of genders in our government?" and then research the answer. There are some useful links on the **Data Sheet** for SDG databases, or students can research their own.

OPTION 3

Ask students to think about the Global Goals and choose the one that is most important to them. Next, go on a data scavenger hunt! They have 15 minutes to find some data that relates to their chosen SDG. It could be in your classroom, in your school, or in your local community. You could take a survey, conduct interviews, count things, measure things. Think big!

For example, you could:
- Measure how much green space is in your playground (Goal 15: Life On Land)
- Take a lunchtime survey to see who eats healthily (SDG 3: Good Health and Wellbeing)
- Conduct interviews to find out whether people have access to green energy (SDG 7: Affordable and Clean Energy)

Students should finish Step 2 with a data fact that they can use to create an infographic data poster poster in Step 3.

STEP 3: Visualising Data   20 mins

Explain: Now it's time to share your data with the world! You can do this by creating an infographic poster. A great infographic visualises data in order to grab attention and send a powerful message. Here are the ABC's of a really effective infographic:

A) A clear message or headline
B) A way of bringing a data point to life visually
C) Makes the viewer feel or think differently

Share the examples of Factivism from **Appendix 2**.

Discuss: Are the infographics achieving AB and C? If yes, how? If no, why not?
• E.g. The shocking statistic that nearly 1 billion people don't have enough to eat
• E.g. The statistic of adults opening a bank account in low income countries
• E.g. The emotive image of a fisherman on a dried up lake

Create your posters! Using the examples and the format above, students now visualise their data point as an infographic poster. Students can work on their own or in groups to create their posters. They can be made on paper or digitally. The more creative and colourful the better!

> **Tip!**
>
> For uploading to the Fact-ivism website, it's best if the posters are made in portrait not landscape. **Make sure that your data point is clear on your poster.**

Ask students to think about these guiding questions
• What data point do you want to show?
• How do you want the viewer to think or feel?
• How could you visualise it?

With less confident students you can work through these questions together, step by step. There are lots of examples on the **Fact-ivism website** for inspiration.

If you have more time, give students a wide range of creative materials like crayons, paints and coloured paper to bring their data posters to life. If you have less time, first focus on a really clear message, and then make it beautiful afterwards!

STEP 4: Share your Fact-ivism   10 mins

Explain: Now it's time to share your Fact-ivism with the world! By sharing these facts, you are helping to raise awareness and drive change on an important issue that you care about. They'll be shared with leaders and decision-makers to make change happen.

Invite students to share their data posters on **the Fact-ivism website**. Students can take a photo of their card and upload it. Remind students to:

- Use only their first name

- Don't share images of children's faces, just the poster itself.

- Choose their age

- Country

- Write a short explanation as to why this data point is important to them

- Share the source of their data point

- Confirm if they are happy for their data card to appear in the digital gallery

Feel free to use this approach as many times as needed to help students learn about the Global Goals issues and improve their skills in using data.

Stay in touch with us via our social media channels or by visiting our website. We'll provide prompts throughout the year for Fact-ivism challenges that focus on particular Global Goals.

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THE GLOBAL GOALS
For Sustainable Development

Nearly **1 billion** people right now **don't have** enough to eat.

which is nearly **triple** the population of the **U.S.**

Source: World Food Programme

THE GLOBAL GOALS

DURING THE PANDEMIC, **4 IN 10 ADULTS** IN LOW- AND MIDDLE-INCOME COUNTRIES **OPENED THEIR FIRST BANK ACCOUNT**

Our planet is getting **hotter**. Right now, almost **615 million** people suffer from **water stress**.

Source: Science

THE GLOBAL GOALS