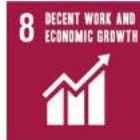




GOAL 8: DECENT WORK AND ECONOMIC GROWTH



BY: MARGREET DE HEER

"DECENT WORK"...?



1. EVERYONE CAN FREELY CHOOSE A SAFE, FAIRLY PAID, SECURE AND FULFILLING JOB

2. BUSINESSES USE NATURAL RESOURCES WISELY

3. NO ONE IS EXCLUDED FROM WORK OPPORTUNITIES

MEN AND WOMEN PEOPLE WITH DISABILITIES YOUNG PEOPLE MIGRANT WORKERS

4. UNEMPLOYMENT IS REDUCED BY PROVIDING TRAINING

5. TO END AND PREVENT CHILD LABOR, FORCED LABOR AND MODERN SLAVERY

6. EVERYONE CAN BENEFIT FROM A GROWING ECONOMY

Employment is an important part of daily life. It helps keep our economy moving, it helps us earn money to support our families and can offer us a way to contribute to the economic prosperity of others. However, not everyone makes enough money as they should. Sometimes people can't find work, or are discriminated against because of their identity or ability. In many impoverished areas, adults and children are exploited, or forced to do work in dangerous and underpaid situations, to support their families. Achieving this goal means making sure jobs are available, safe and supportive for everyone. In the process of making a living, we need to make sure we are having a positive impact on our planet too.

Find this cartoon and other lesson resources from the Worlds Largest Lesson [HERE](#).

Learn the Facts:
Access the following facts sheet, and share with your children for information about Goal 8 Decent Work and Economic Growth [HERE](#).





SDG 8: DECENT WORK AND ECONOMIC GROWTH



ONLINE RESOURCES

FOR TEACHING THE
SUSTAINABLE DEVELOPMENT GOALS

FROM HOME

For your child in elementary:

Activity: Ask your child what they'd like to be when they grow up and have them draw a picture of themselves doing that job. What is it that is attractive to them about that job? Ask them if they know why that job is important (what role it plays in our economy). Talk to them about what type of education might be required to achieve that job, and how much money they might earn. Why could they buy with that much money? For your own information, it might be helpful to refer to Statistics Canada for information on employment income by job sector [HERE](#).

For your child in middle years:

Activity 1: Explore [Dollar Street](#), an interactive platform that allows your child to explore the homes and living conditions of families all around the world based on income. It demonstrates how we all have the same needs yet cannot afford the same solutions, how families and incomes compare nationally and internationally, and highlights different families' experiences and circumstances. While exploring, discuss with your child how poverty, lack of resources and unequal pay influence living conditions.

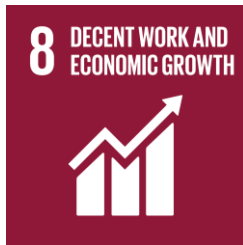
Activity 2: Use [THIS](#) link to the World's Largest Lesson on Challenging Common Conceptions – Circular Economy for children aged 8-19. This lesson plan includes links to short videos, and follow-up questions for discussion. By the end of the lesson your child should be able to understand that environmental issues can be intrinsically linked to economic issues, critique the flaws inherent in some common approaches to environmental education, and begin to investigate a different way of approaching environmental, and social economic issues.

For your child in high school:

Activity 1: Have your child plan their dream *sustainable* summer vacation in Canada. Tourism brings billions of dollars to Canada's economy each year; that works out to be a lot of travelers and a lot of trips – so it's important that we learn about and build support for **sustainable** tourism in order to preserve our socio-cultural and environmental assets while aiming for economic growth. Here's what to do:

1. Have your child choose a Canadian Signature Experience from [THIS](#) website. Have them write down the name of the Canadian Signature Experience, the location (destination), and a few reasons why they think the activity is sustainable.
2. Ask how your family would get to that activity. Have your child list the transportation that would be required to get to the Canadian Signature Experience from your home and back. Ask them to choose the most sustainable options within reason (Eg. You would not walk 1000 km but might use bikes borrowed from a hotel to travel 3 km).
3. Ask your child where the family would stay in the destination. If the destination is within 100 km of where you live, have them choose accommodation in the same community. Ask them to research the chosen accommodation: have them check if the accommodation





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is certified through [Green Key Global](#); or through [Sustainable Tourism 2030](#). Does the accommodation website have other information on sustainability?

4. Ask your child which restaurant they would most want to eat at in the destination. Is it a sustainable option? How do they know?
5. Ask your child to estimate how much the trip might cost for the entire family.
6. Have your child present their dream sustainable summer vacation to the family. Make sure they mention their research on sustainability for each aspect (activity, transportation, accommodation and food). Close the activity with a question period from the family. Be sure to ask your child about the research process: Was it easy to determine if something was a sustainable option? Why is it important to choose sustainable options? Will they help research sustainable options for the family's next real trip? Does your child think it is realistic that they could ever take the trip they designed?

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Looking for more information on the Sustainable Development Goals?

Read more in our free, downloadable guide, [Sustainable Foundations: A Guide for Teaching the Sustainable Development Goals](#), which is also [available in French](#).

