

Welcome to *Facing Challenges: Making SDGs Our Own*

Life presents us all with challenges. Some are personal struggles that force us to look closely at ourselves and our beliefs: Where is the best place to get a pet? Am I being treated fairly at my part-time job? Do my parents and I agree on what “success” means?

Other challenges involve broader issues that impact entire communities, countries, or even the whole world. They force us to ask questions that may seem basic, but call for creative thinking, meaningful communication with others, and long-term planning: How can we bring light to homes with no electricity? Where should people go when their home country is unsafe? What’s the best way to slow global warming?

Each difficulty we encounter is an opportunity for learning how the world works, for connecting with others, and for making a difference. *Facing Challenges* is designed to help you understand and communicate about a range of concerns our global community needs to address. Each of the book’s 14 units is tied to one of the United Nations’ Sustainable Development Goals (SDGs), and every unit features a *Ready to Run* video about people and organizations, either directly or indirectly, helping their communities meet SDGs. Whether they’re cleaning up a beach in India or bringing medicines to rural villages in Laos, the activists you’ll meet in the videos are all thinking globally while acting locally.

For each unit, you’ll confirm your own background knowledge before learning more about what’s happening in other places around the world. You’ll also advance your reading, note-taking, and listening skills, as well as your ability to understand data in an infographic. Working with your classmates, you’ll imagine how to apply what you’ve learned to a situation here in Japan. You’ll also have a chance to share your experiences, opinions, and ideas in writing, too.

Facing challenges is part of the human experience. We may not solve every problem we meet or even answer every question we ask ourselves. But we hope that *Facing Challenges* will help you reflect on ways we can all make SDGs our own.

Using Facing Challenges: Making SDGs Our Own



Getting Started

This introduction will give you some background information about a problem and how some people are working to solve it.



Warming Up

Some of these activities ask you to do a brief search for information you need to complete a table or an infographic; others ask you to make decisions for yourself. This section will familiarize you with the unit's theme and ask you to share your initial thoughts with your classmates.



Building Vocabulary

This is your chance to confirm some of the key words that you'll hear in the upcoming video.



Watching the Video online video

A Understanding the Content

You'll watch a three- to four-minute video about a challenge and how an activist or organization is responding to it. As you watch the video for the first time, you'll grasp its main ideas and decide whether the statements about it are true or false.

B Confirming Details

As you watch the video for a second time, you'll catch specific key expressions.

C Sharing Your View

This is an opportunity to think about and express your opinions about what you saw in the video.




Reading About an SDG

Each article provides a bridge between the video and the unit's SDG. It provides additional information about the activities in the video and expands the topic to include some global trends. It also highlights two of the SDG's targets. While you read the article on the left, you'll take notes on the right. Note that you don't need to copy entire sentences; try to take brief notes that include the important information.

Listening for Data: Japan and the World

This section will help you see important links between what you've learned and situations here in Japan. You'll hear an excerpt from a lecture on a topic related to the unit's video, article, and SDG. Some lectures focus primarily on Japan, while others compare and contrast Japan with other countries. As you listen, complete the infographic you see: a table, a chart, or other visual data.




Responding to the Data

This is your opportunity to look back at what you've learned from the lecture and the infographic in  **Listening for Data** and share what you think the data might mean. Helpful key expressions are provided here. Each unit's expressions center around a communication function, for example, agreeing and disagreeing, recommending, or describing what you see in a table. Note that these expressions are also compiled in the **Expressions List** on pp. 120-121.

Imagining

This is your chance to apply what you've learned to contexts that are closer to home. As a group, you'll roleplay people who need to work together. For example, you might be members of a family, a volunteer organization, or a branch of local government. You'll brainstorm a problem to target and think about details such as how to carry out and publicize your project.

Sharing Your Views in Writing

This section invites you to share your views in writing on one of three topics covered in the unit. The first is drawn from the video and the  **Reading About an SDG**, the second from the  **Responding to the Data**, and the third from the  **Imagining** activity. Before you start, imagine who you'd like to read what you're going to write. An activist? A government? Or people who've never thought about this issue before?

As you plan and write your reactions on the **Writing Sheets**, make sure you...

- ✓ state your opinion clearly in the first sentence.
- ✓ include enough facts and reasons to support your opinion.
- ✓ close with a final comment, perhaps predicting what might happen or what might *not* happen in the future.



Goodboys
Guz boys na hood
are always hood
82
TJUK

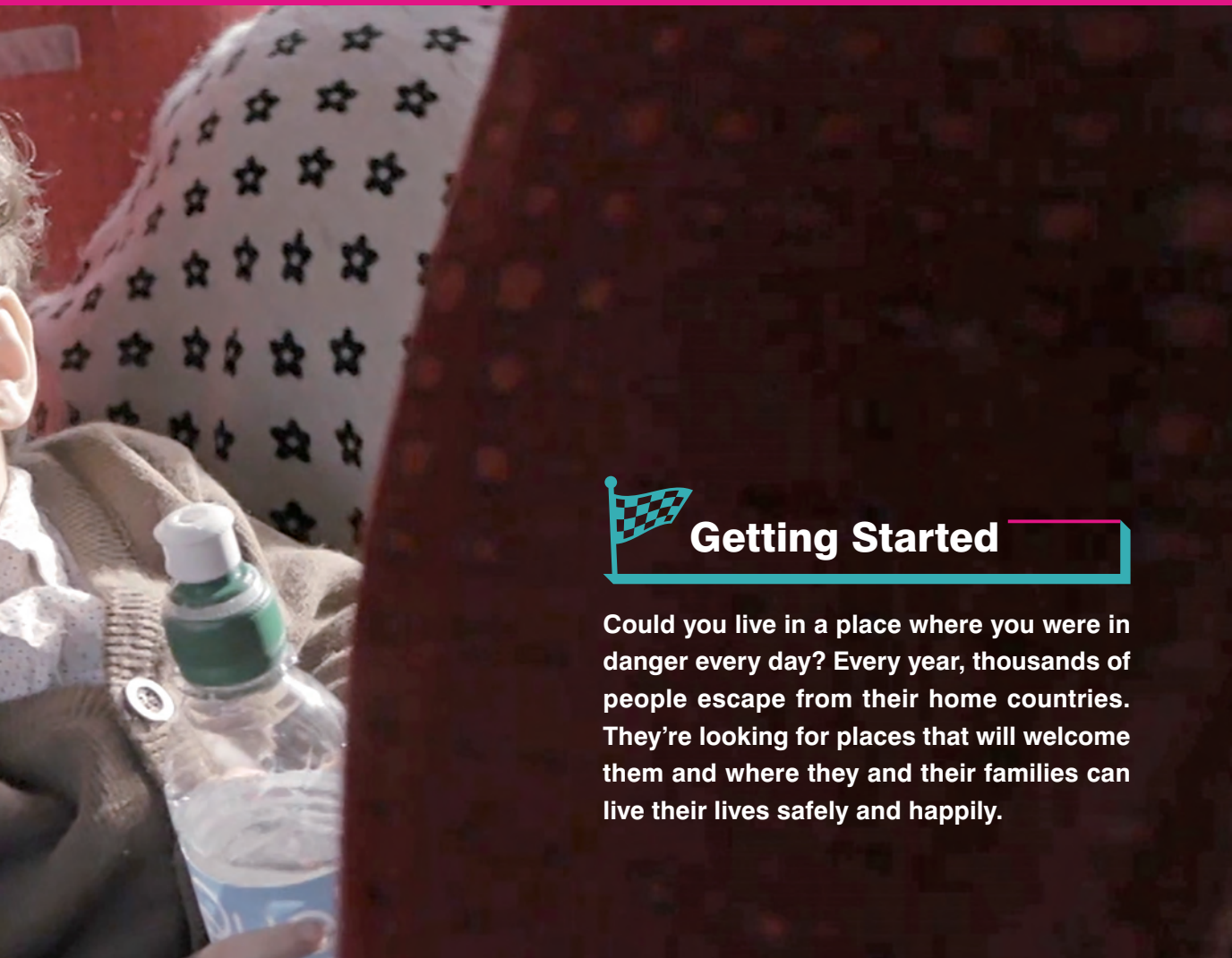
Unit 3

10 REDUCED
INEQUALITIES



Putting Out the Welcome Mat

SDG 10: Reduced Inequalities



Getting Started

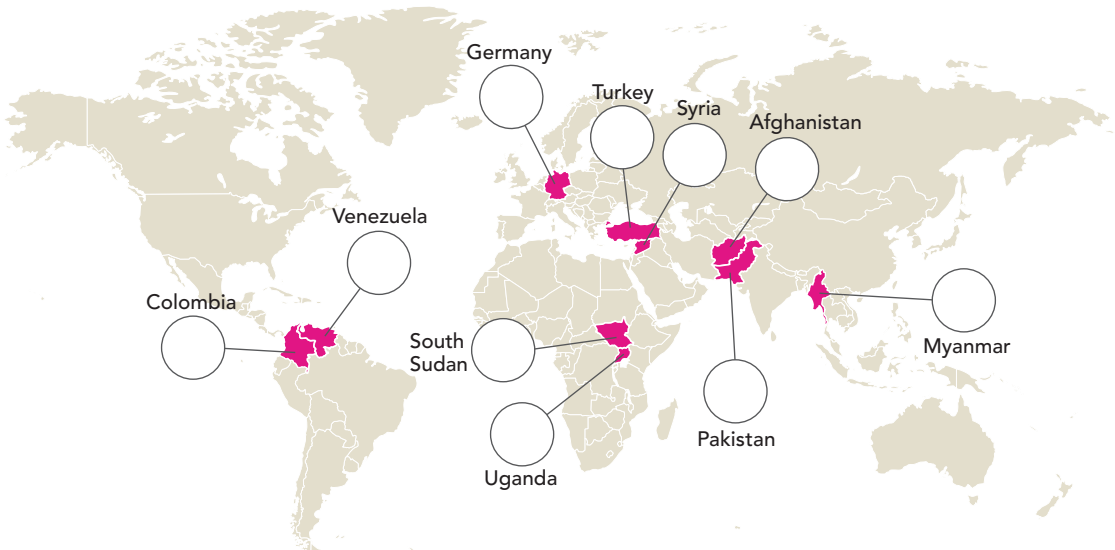
Could you live in a place where you were in danger every day? Every year, thousands of people escape from their home countries. They're looking for places that will welcome them and where they and their families can live their lives safely and happily.



Warming Up

Answer the questions below and then share your answers with your classmates.

1. Which five countries do you think most refugees come from? Write an A in those circles. Which five countries do you think welcome the most refugees? Write a B in those circles.



2. How do you think refugees feel when they are welcomed into a new country?



Building Vocabulary

Complete the sentences by filling in the blanks with the appropriate expressions from the choices below. There is one extra.

1. Refugees leaving their countries may feel like _____ in a new place.
2. Some of their new neighbors will welcome them with _____.
3. Others may feel _____ of talking to people who seem different.
4. Still, it's important for everyone to _____ in helping refugees.
5. Just the simple act of saying hello to them can _____ in their lives.

residents / get involved / guests / make a difference / open arms / scared

Watching the Video

DL 08 CD 08
[online video](#)

A Understanding the Content

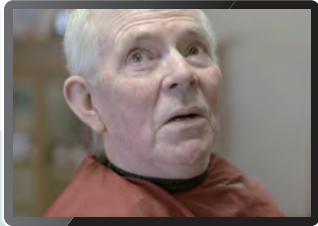
Decide whether each sentence is true (T) or false (F).

1. Eighty Syrian refugees have arrived in a small town in Ireland. T / F
2. The refugees are staying at a local school. T / F
3. Jackie works at a hotel in the town. T / F
4. A volunteer has taken some of the refugees for a walk to get exercise. T / F
5. *Merhaba* means “Thank you” in Arabic. T / F

B Confirming Details

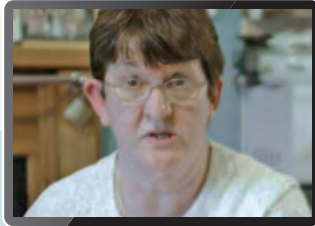
Listen to the quotes from the video and fill in the blanks.

1.



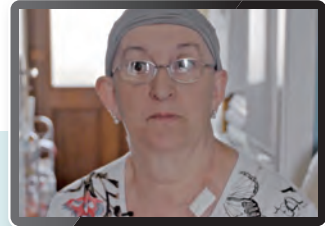
Ballaghaderreen resident 1
(00:32)

2.



Ballaghaderreen resident 2
(00:45)

3.



Ballaghaderreen resident 3
(02:52)

1. I'll _____ them with open arms.
2. I am afraid to walk out on the _____ now.
3. ... when they spoke to me—when they said “Hello.” I wasn't _____ then.

C Sharing Your View

- If refugees moved to your town, would you feel most like resident 1, 2, or 3?
- Why would you feel that way?

Reading About an SDG

Complete the outline on the next page as you read the article below. You don't need to write in complete sentences.



DL 09



CD 09

Fair is Fair: From Inequality to Equality

In March 2017, Syrian refugees began arriving in Ballaghaderreen, a town in Ireland with a population of less than 2,000. The residents there welcomed the refugees with open arms and volunteers worked to make them as comfortable as possible. However, the town didn't have all the resources needed to support them.

5 A year later, only about one-third of the refugees were living in permanent homes and many of them found it difficult to get jobs. Local officials in Ballaghaderreen blamed the national government for not making enough money available to provide education and health care for the refugees. As other towns in Ireland accepted refugees, they tried to learn from Ballaghaderreen's example.

10 In 2022, the number of refugees around the world reached a new high of 34.6 million. Children made up 41% of refugees that year. Sadly, almost 7,000 refugees died that year before they could reach safety, showing how dangerous it can be to flee from one place to another.

15 SDG 10 lists goals for improving equality for all people. One way to do this is to make travel routes safer for refugees. As the U.N. continues to monitor global trends, the town of Ballaghaderreen is still trying to make a difference in the lives of its newest residents.

SDG 10 Reduce inequality within and among countries

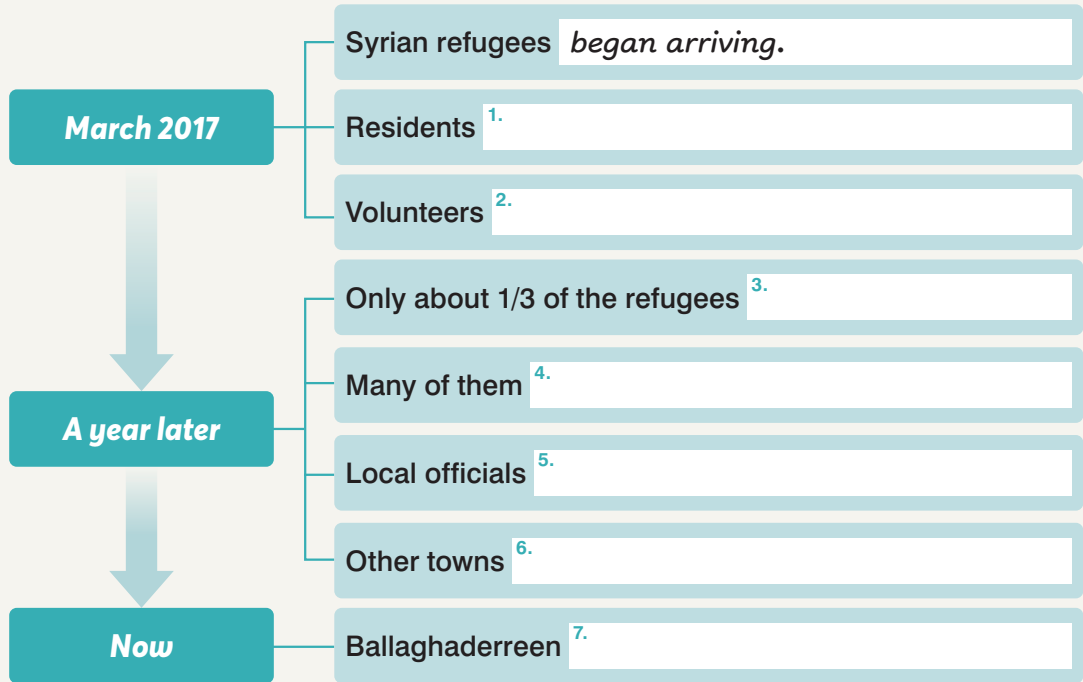
This SDG focuses on including all people in society regardless of their age, sex, race, religion, or social class.



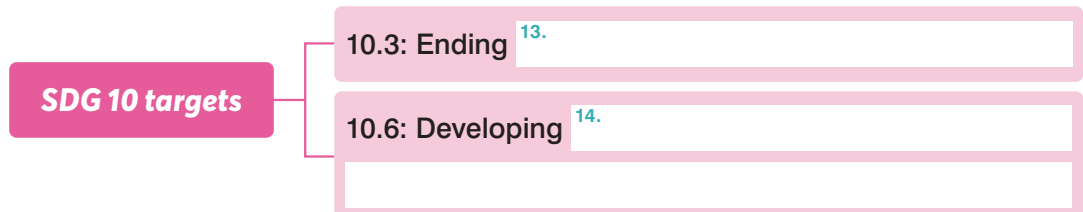
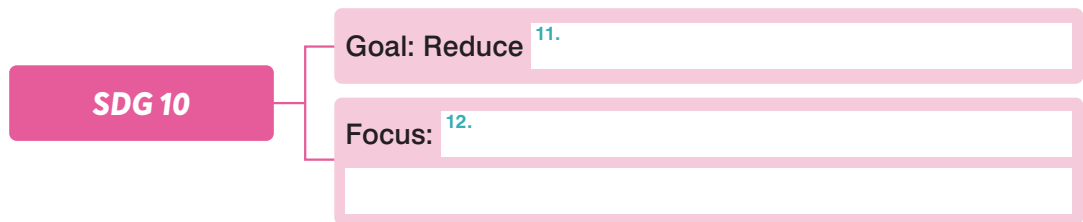
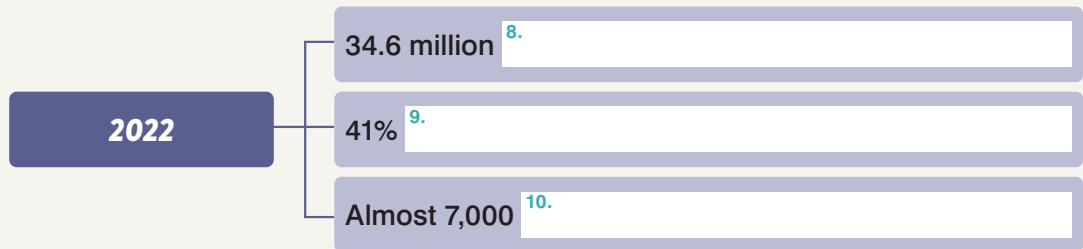
SDG 10: What are some of its targets?

- Target 10.3 aims to reduce inequality within countries. It hopes to make equal opportunity a reality by ending laws that discriminate.
- Target 10.6 focuses on inequality among countries. It highlights the importance of developing every country's role in making international decisions.

● The situation: **Ballaghaderreen**



● The situation: **Worldwide**

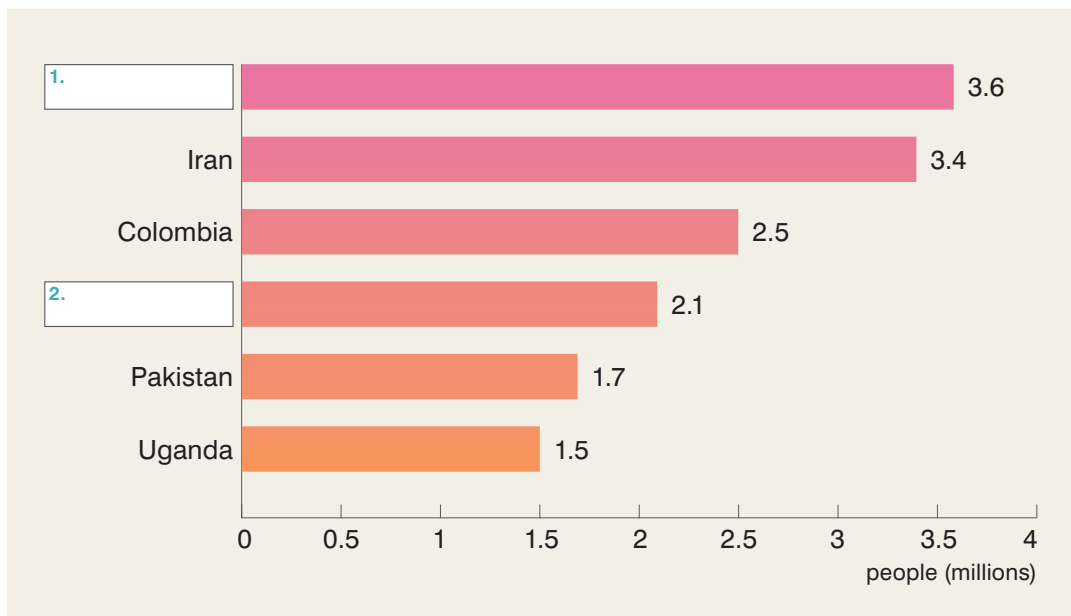


Listening for Data: Japan and the World

Listen to part of a lecture on refugees. Label the remaining two horizontal bars in the graph with their country names and fill in the missing numbers in the Facts table.

DL 10 CD 10

Major refugee host countries (2022)



Facts

Refugees Hosted	Numbers
– in low- or mid-income countries	about <input type="text" value="3."/> %
– in countries that border their home countries	about <input type="text" value="4."/> %
– by Japan in 2022	<input type="text" value="5."/> / <input type="text" value="6."/> applicants

Source: UNHCR (2023)



Responding to the Data

Share your thoughts with your classmates about the data in the graph. Use items from the **Expressions** box below or from the list on pp. 120–121.

1. What was the most interesting thing you learned from the data on refugees?

2. Why do you think the Japanese government accepts so few refugees?

3. Should Japan accept more refugees? Why or why not?

Expressions: *Recommending*

We should... We must... We need to be prepared to... We must take responsibility for... X ought to be more open to... We need to set realistic goals for... It would be good to find a balance between...



Imagining

Read the situation below and write down your ideas. Then share them with the class.

Next month, a town in Japan is welcoming about ten refugees from another country. You and your group are part of the team helping them start their new lives.

1. What kind of welcome activities will you plan?

2. What Japanese customs should the refugees learn first?

3. What should people in the town try to learn about the refugees?



Sharing Your Views in Writing

Choose one of the following and summarize your reactions in a paragraph:

- Equality of all people in society (**Reading About an SDG**)
- Countries hosting refugees (**Responding to the Data**)
- Helping refugees start new lives in a Japanese town (**Imagining**)