



ENGAGE LESSON PLAN

MODULE No: 1 “ENGAGE my community and the SDG Goals” NAME “SUSTAINABLE DEVELOPMENT GOALS AND GLOCALIZATION” (1 HOUR 50 MINUTES)

OBJECTIVE: Investigation of Sustainable Development Goals of the United Nations (SDGs).

LEARNING OUTCOMES AND DESCRIPTORS:

Following are descriptors (knowledge, skills and competences) to measure learning outcomes from the implemented lesson. Following the pupil shall have acquired knowledge and understanding of:

Knowledge on (K) ¹

- The concept of sustainability and sustainable lifestyles in their community.
- United Nations’ Sustainability Development Goals.
- Different approaches in implementing of the SDG in their everyday life.

Skills in (S)²

- Collecting and analyzing information on SDGs.
- Defining own solutions to a challenge linked to the SDG Goals.
- Identifying solutions/action needed to meet identified challenges.
- Presenting own ideas.

Competences to (C) ³

- Choose methods to collect and analyze information.
- Apply SDGs and the concept of sustainability to the local community and their lives.
- Identify with challenges and lives elsewhere (show empathy).

TRAINING METHODS

Built on participatory learning and cooperative learning. See details on each approach in the ENGAGE curriculum and pedagogical section of this handbook.

OVERVIEW

Teacher is the **trainer** in this process. A **teacher/trainer** is responsible for the overall learning process, the organization of the learning session providing relevant information and tools for pupils to reach overall learning objectives and goals. His role is a formal one as he provides information and feedback as well as applying different pedagogical approaches in his teaching and training, such as participatory learning.

Key concepts

The learning session is based upon following key concepts:

- 1) What is sustainable development?
- 2) What is the plan of the United Nations for sustainable development in the world?
- 3) What are Sustainable Development Goals (SDGs)?
- 4) How can we think GLOBAL and act LOCAL?

¹ Knowledge refers to being able to read, understand and interpret information and guidelines.

² Skills (cognitive and technical) refer to the ability to apply knowledge to complete tasks, select relevant actions and measure their effectiveness.

³ Participants/pupils will have competences to put into practice general knowledge and skills acquired.



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Guidelines for the Teacher/Trainer on facilitating all pupils learning:

- The objective of the session is to explore and gain a good understanding of the Sustainable Development Goals of the United Nations.
- The Teacher/Trainer needs to ensure that all pupils can speak their mind and contribute to the discussion.
- Be positive and try not to judge ideas nor favour individual pupils.
- Try to make pupils feel that you care for them and that their perspectives and suggestions are valid and well received. This can be done by repeating what they say or follow it up with an open question.
- Keep track of time and manage discussion to fit within the time limits.

Annex

- Annex 1 – Sustainable Development Goals’ icons
- Annex 2 – Definitions of Sustainable Development Goals
- Annex 3 – Glocalization

Activity	Method and organization	Time
Preparation before the lesson	<p>The Teacher/Trainer prints out or provide access to these materials electronically on a screen during the lesson:</p> <ul style="list-style-type: none"> ● Annex 1 “Sustainable Development Goals’ icons” ● Annex 2 “Definitions of Sustainable Development Goals” ● Annex 3 “Glocalization” 	5 min.
1) What is sustainable development?	<p>The Teacher/Trainer introduces the topic of sustainable development:</p> <ul style="list-style-type: none"> ● Go through organization and timing. Give room for discussions, answer questions and allow for discussions if the group needs to adjust their expectations. ● Before showing the video tell pupils that the animated film is about what sustainable development is and how we can take action to make our lifestyles more sustainable. ● Encourage pupils to follow the video and write down what are called 3 things that need to work together and that is the basis of sustainable development. ● Use video: https://youtu.be/7V8oF14GYMY (youtube video settings has the option to turn on subtitles in many languages) or https://vimeo.com/144354623 (without subtitles) (video duration 3:40 min) 	10 min.
	<p>The Teacher/Trainer:</p> <ul style="list-style-type: none"> ● After watching, draw 3 circles on the board or on a piece of paper, ask pupils “What are 3 things mentioned in the video?” and write them next to circles (1) Climate / Environment, (2) Social Progress / Society, (3) Economic development. 	5 min.
2) What is the plan of the United Nations for sustainable development in the world?	<p>The Teacher/Trainer continues “Let’s find out what is the plan of the United Nations for sustainable development in the world that was mentioned at the end of previous video”:</p> <ul style="list-style-type: none"> ● Before showing the video encourage pupils to follow the video and find out “How many together are the global goals for sustainable development?”. ● Use video: https://youtu.be/ry_9SU0eq9M (youtube video settings has the option to turn on subtitles in many languages) or https://vimeo.com/138852758 (without subtitles) (video duration 6:19 min) 	10 min.
	<p>The Teacher/Trainer:</p> <ul style="list-style-type: none"> ● After watching, ask pupils if they heard how many together the global goals are. ● Discuss with pupils what is the reason for setting global goals. 	10 min.



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Activity	Method and organization	Time
3) What are Sustainable Development Goals (SDGs)?	The Teacher/Trainer: <ul style="list-style-type: none"> ● Display Annex 1 “Sustainable Development Goals’ icons” on the screen or distribute the printed materials of Annex 1 “Sustainable Development Goals’ icons”. ● Make a deal with the pupils: “We have found that there are 17 Sustainable Development Goals, and now let's make a deal - first you will listen to a hip hop song about all 17 Sustainable Development Goals, you will try to catch the meaning of the lyrics for each goal in the song, then we will go briefly through the description of all 17 global goals, and finally we will listen to the song again so that you can better understand the meaning of the song lyrics.” ● Use video: https://youtu.be/kGcrYkHwE80 (youtube video settings has the option to turn on subtitles in many languages) (video duration 2:47 min). 	10 min.
	The Teacher/Trainer: <ul style="list-style-type: none"> ● Use the definitions in Annex 2 and give a brief overview of all 17 Sustainable Development Goals (SDGs). ● Listen the song again strengthening the knowledge of 17 SDGs in an attractive way. Use the same video: https://youtu.be/kGcrYkHwE80 (youtube video settings has the option to turn on subtitles in many languages) (video duration 2:47 min). 	20 min.
4) How can we think GLOBAL and act LOCAL?	The Teacher/Trainer continues “Let’s find out how we can think GLOBAL and act LOCAL”: <ul style="list-style-type: none"> ● Display Annex 2 “Glocalization” on the screen or distribute the printed materials of Annex 2 “Glocalization”. ● Explain the implementation of the SDGs through the glocalization process: “Now we know what each Sustainable Development Goal means, and we will be able to think GLOBAL forward. Thus, next step is using glocalization - it is a social process through which the GLOBAL issues are linked to the everyday lives in the LOCAL community and the everyday activities of the LOCAL community are linked to the GLOBAL issues and development - or think GLOBAL and act LOCAL.” 	10 min.
	The Teacher/Trainer: <ul style="list-style-type: none"> ● Before showing the video encourage pupils to follow the video and find out “What are three ways how we can help to achieve global goals?”. ● Use video: https://youtu.be/Qx0AVjtdq_Q (youtube video settings has the option to turn on subtitles in many languages) or https://vimeo.com/181766755 (with English subtitles) (video duration 5:13 min). 	10 min.
	The Teacher/Trainer: <ul style="list-style-type: none"> ● After watching, ask pupils if they heard what three ways are, how we can help to achieve global goals (inventing, innovating, and campaigning). 	10 min.
	The Teacher/Trainer: <ul style="list-style-type: none"> ● At the end show the video that encourages pupils to think about what they feel most passionate and shows how small actions can create a chain reaction leading to BIG impact. ● Use video: https://youtu.be/ZdOQf0nOB6A (youtube video settings has the option to turn on subtitles in many languages) or https://vimeo.com/266852848 (without subtitles) (video duration 4:39 min). 	10 min.

* Additionally, pupils can play SDG board game “Go Goals!” for children. The board game aims to help teach children around the world about the Sustainable Development Goals in a simple and child-friendly way. Use Downloadable Materials on webpage: <https://go-goals.org/downloadable-material/>



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EVALUATION AND FEEDBACK

The general evaluation on pupils' participation and group work includes general descriptors like:

- Pupils engagement, everyone involved.
- Number and quality of presented ideas.
- Quality of a constructive feedback on the workshop / Lesson.

Following is an evaluation table for learning outcome descriptors for this lesson plan as described above using linear scale from Poor (D) to Excellent (A) to evaluated performance:

The pupil should be able to show:

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
(K) on the concept of sustainability and lifestyle				
(K) on understanding UN's SDGs				
(K) on different approaches in implementing of the SDG in their everyday life				
(S) in collecting and analyzing information on SDGs				
(S) in defining own solutions to a challenge linked to the SDG Goals				
(S) in identifying solutions/action needed				
(S) in communicating own ideas to peers orally and in written form				
(S) in active listening				
(C) to choose methods in collecting and analyzing information				
(C) to apply SDGs and the concept of sustainability to the local community and their lives.				
(C) to identify with challenges and lives elsewhere (show empathy)				

The table can be used to evaluate individual performance, for self-evaluation and peer-to-peer evaluation.

TEACHERS REFLECTION: