



## MODULE No: 2 “ENGAGE ideas preparation”

### NAME “SUSTAINABLE DEVELOPMENT GOALS AND THE LOCAL COMMUNITY”

### (2 HOURS 50 MINUTES)

**OBJECTIVE:** Finding the new solutions of the implementation of SDGs in the local community.

#### 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) <sup>1</sup>

- United Nations’ Sustainability Development Goals and real examples of the implementation of SDGs in different communities.
- The community they live in, available services, governing structure and development.
- Different approaches in exploring and learning about the local community.
- The concept of sustainability and sustainable lifestyles in their community.

#### Skills in (S)<sup>2</sup>

- Collecting and analyzing information on SDGs challenges in other communities as well as the home community.
- Communication and cooperation.
- Identification of the local community challenges and relevance to SDGs.
- Identifying solutions/action needed to meet identified challenges.
- Presenting own ideas as well as the group’s.
- Organizing work within given timeframe.
- Constructing feedback to peers.

#### Competences to (C) <sup>3</sup>

- 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 problem-based, 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

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<sup>1</sup> Knowledge refers to being able to read, understand and interpret information and guidelines.

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

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



as well as applying different pedagogical approaches in his teaching and training, such as participatory learning.

If applicable, community stakeholders can be involved in the process as **mentors**, either individual groups or to the group as a whole. The role of a mentor is to gather more insight or details on solving a problem or an idea.

**Key concepts**

The learning session and group work is based upon following key concepts:

- Rating of the implementation of SDG in the local community.
- Identifying, defining, and analyzing of problems in SDGs areas.
- Identifying and developing possible alternative solutions for the implementation of SDG in the local community.

**Guidelines for Teacher/trainer on facilitating group discussions:**

- The objective of the session is to bring out different perspectives on the SDGs, challenges related to it and how the SDGs are being or could be applied in the local community.
- 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.
- Your role is first and foremost to be present and support the work, it is important that pupils initiate and develop their own ideas and solutions.
- If the group believes that they have completed the defined task within the time limit they will alert the teacher/trainer and continue to discuss, review the existing task and try to find more ideas / solutions.
- It can be good to ask open questions to encourage further discussions on the topics and solutions already presented in the group work.

**Annex**

- Annex 1 – Sustainable Development Goals and Targets
- Annex 2 – Rating of the implementation of SDG in the local community
- Annex 3 – Form for identifying, defining and analyzing of problems in SDGs areas.
- Annex 4 – Examples of the SDGs implementation in Latvia (<https://lapas.lv/en/sdgs/cases/>)
- Annex 5 – Form for the reviewing of SDG examples in Latvia

Activity	Method and organization	Time
Preparation before the lesson	<p><b>The Teacher/Trainer prints out or provide access to these materials electronically on a tablet or computer during group work (for each group):</b></p> <ul style="list-style-type: none"> <li>● Annex 1 “Sustainable Development Goals and Targets”.</li> <li>● Use the Sustainable Development Report webpage: <a href="https://dashboards.sdgindex.org">https://dashboards.sdgindex.org</a> and download annual review of your country’s performance on the 17 Sustainable Development Goals.</li> <li>● Annex 2 “Rating of the implementation of SDG in the local community”.</li> <li>● Annex 3 “Form for identifying, defining, and analyzing of problems in SDGs areas”.</li> <li>● Annex 4 “Examples of the SDGs implementation in Latvia” (source: <a href="https://lapas.lv/en/sdgs/cases/">https://lapas.lv/en/sdgs/cases/</a>).</li> <li>● Annex 5 “Form for the reviewing of SDG examples in Latvia”.</li> </ul>	5 min.



Activity	Method and organization	Time
	<p><b>The Teacher/Trainer:</b></p> <ul style="list-style-type: none"> <li>Go through organization and timing. Give room for discussions, answer questions and allow for discussions if the group needs to adjust their expectations.</li> <li>Divide pupils into groups of 3-4 pupils in each group.</li> <li>Make sure that the group members in each group have chosen a Team leader and Timekeeper.</li> <li>The Team leader’s purpose is to involve in the discussion all pupils in the group and to help other pupils share their thoughts on all questions.</li> <li>The Timekeeper’s purpose is to look after so that the time limits are met.</li> <li>Distribute the printed materials (Annex 1 “Sustainable Development Goals and Targets”, Annex 2 “Rating of the implementation of SDG in the local community” and the country’s performance on the 17 Sustainable Development Goals from <a href="https://dashboards.sdgindex.org">https://dashboards.sdgindex.org</a>) or provide access to them electronically on a tablet or computer during group work (for each group).</li> </ul>	15 min.
<p><b>Rating of the implementation of SDG in the local community</b></p>	<p><b>The Teacher/Trainer:</b></p> <ul style="list-style-type: none"> <li>Go through organization and timing. Give room for discussions, answer questions and allow for discussions if the group needs to adjust their expectations.</li> <li>Ask each group to think about the implementation of all 17 SDGs in the local community and rate the implementation of all 17 SDGs Goals by assigning a color with following meaning: Green – means that almost all targets have been achieved, Yellow – means that many targets have been achieved but minor challenges remain, Orange – means that many targets have not been achieved and significant challenges remain and Red – means targets have not been achieved and action is needed. Team leaders of each group write the ratings in Annex 2 “Rating of the implementation of SDG in the local community”.</li> <li>Encourage pupils also to research the Sustainable Development Report webpage <a href="https://dashboards.sdgindex.org">https://dashboards.sdgindex.org</a> materials of the SDG Index and Dashboards and annual reviews of the country’s performance on the 17 Sustainable Development Goals.</li> <li>Make sure all pupils are involved in group work and discussions.</li> </ul>	30 min.
	<p><b>The Teacher/Trainer:</b></p> <ul style="list-style-type: none"> <li>After groups discussions, write 17 SDGs on the board or on screen, ask the Team leaders of each group to name their ratings aloud and write the ratings of all the groups on the board or screen.</li> <li>Merge ratings together, if necessary, have additional discussions with all pupils to agree on a common vision of rating of the implementation of SDG in the local community.</li> </ul> <p>Note: If voting is online on Google Drive, the voting can be summed up by showing the results on the common screen and discuss results together.</p>	20 min.
<p><b>Identifying, defining, and analyzing of problems in SDGs areas</b></p>	<p><b>The Teacher/Trainer:</b></p> <ul style="list-style-type: none"> <li>Go through organization and timing. Give room for discussions, answer questions and allow for discussions if the group needs to adjust their expectations.</li> <li>Distribute the printed materials (Annex 3 “Form for identifying, defining and analyzing of problems in SDGs areas”) or provide access to them electronically on a tablet or computer during group work (for each group).</li> <li>Make sure that pupils have enough notes/writing paper.</li> </ul>	5 min.
	<p><b>The Teacher/Trainer:</b></p> <ul style="list-style-type: none"> <li>Ask each group to choose TOP 3 SDGs in which areas they will identify, define and analyze problems and look for solutions of the implementation of SDG in the local community.</li> </ul>	35 min.



Activity	Method and organization	Time
	<ul style="list-style-type: none"> <li>• Encourage pupils: “The task is to identify, define and analyze the problems in selected SDGs areas through problem formulation and questioning. The key is asking the right questions to explore what has caused the problems and to discover root causes of the problems. You can use Annex 1 and read the Targets of the Sustainable Development Goals. You may find it helpful to better understand needed SDG. I invite every pupil in each group to brainstorm about problems in selected SDGs areas and the Team leaders to write down the ideas and answers to the questions in Annex 3 “Form for identifying, defining, and analyzing of problems in SDGs areas”. Timekeepers are asked to look after so that no more than 10 minutes are dedicated to each selected SDG area.”</li> <li>• Each group find the answers about selected TOP 3 SDGs to the questions in Annex 3 “Form for identifying, defining and analyzing of problems in SDGs areas”:               <ul style="list-style-type: none"> <li>- Are there problems in the field of this SDG at your local community?</li> <li>- Is there a situation that should be changed in the field of this SDG?</li> <li>- What are the reasons for the problems?</li> <li>- What kind of people I need who can help me to solve or who can suggest me the solutions to solve the defined problems?</li> <li>- How will I check if the problems are real and current? (The aim: to confirm or reject the defined problem, to define a new more topical problem)</li> </ul> </li> <li>• Make sure all pupils are involved in group work and discussions.</li> <li>• Make sure to activate all pupils and ensure that different perspectives are presented in the discussions.</li> </ul>	
<p><b>Identifying and developing possible alternative solutions for the implementation of SDG in the local community</b></p>	<p><b>The Teacher/Trainer:</b></p> <ul style="list-style-type: none"> <li>• Go through organization and timing. Give room for discussions, answer questions and allow for discussions if the group needs to adjust their expectations.</li> <li>• According to the SDGs that each group has selected before, distribute the printed Annex 4 (Examples of the SDGs implementation in Latvia - source: <a href="https://lapas.lv/en/sdgs/cases/">https://lapas.lv/en/sdgs/cases/</a>) and also Annex 5 (Form for the reviewing of SDG examples in Latvia) for each group or provide access to them electronically on a tablet or computer during group work.</li> <li>• Encourage pupils: “The task is to read the examples of the selected SDGs implementation in Latvia. I invite every pupil in each group to brainstorm ideas beyond the obvious solution and explore new ways to solve the problems that were previously identified, defined and analyzed. I also invite to find as many solutions as possible, no matter how outlandish they may seem. I ask the Team leaders to write down the ideas and answers to the questions in Annex 5 “Form for the reviewing of SDG examples in Latvia”. Timekeepers are asked to look after so that no more than 15 minutes are dedicated to each selected SDG area.”</li> <li>• Each group read the examples of the selected SDGs implementation in Latvia and find the answers to the questions in Annex 5 “Form for the reviewing of SDG examples in Latvia”:               <ul style="list-style-type: none"> <li>- What is the SDG example about?</li> <li>- What is the most interesting thing in the SDG example?</li> <li>- Is there a similar SDG example already being applied in my local community?</li> <li>- Maybe the SDG has been already applied and adapted to my local community in other ways?</li> <li>- Could the reviewed SDG example be applicable to my local community? If so, what could be applied and how? If not, why can't it be applicable?</li> <li>- Could there be a similar or completely new way in this SDG area that could be implemented in my local community?</li> </ul> </li> <li>• Make sure all pupils are involved in group work and discussions.</li> <li>• Make sure to activate all pupils and ensure that different perspectives are presented in the discussions</li> </ul>	<p>50 min.</p>



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.
- Performance in team leader and timekeeper roles, when applicable.
- 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:

<b>DESCRIPTORS:</b> Knowledge (K), Skills (S) and Competences (C)	<b>Poor (D)</b>	<b>Fair (C)</b>	<b>Good (B)</b>	<b>Excellent (A)</b>
<b>(K)</b> on understanding UN’s SDGs				
<b>(K)</b> on understanding real examples of the implementation of SDGs				
<b>(K)</b> on their community structure, services and development				
<b>(K)</b> on different approaches in exploring and learning about the local community				
<b>(K)</b> on the concept of sustainability and lifestyle in own community				
<b>(S)</b> in collecting/analyzing information on SDGs challenges in other communities as well as the home community				
<b>(S)</b> in communicating own ideas to peers orally and in written form				
<b>(S)</b> in active listening				
<b>(S)</b> in cooperating with peers on reaching consensus				
<b>(S)</b> in identifying and seeing relevance of community challenges to SDGs				
<b>(S)</b> in identifying solutions/action needed				
<b>(S)</b> in constructing feedback to peers (presentation skills)				
<b>(S)</b> in completing tasks within a given timeframe				



<b>DESCRIPTORS:</b> Knowledge (K), Skills (S) and Competences (C)	<b>Poor (D)</b>	<b>Fair (C)</b>	<b>Good (B)</b>	<b>Excellent (A)</b>
<b>(C)</b> to choose methods in collecting and analyzing information				
<b>(C)</b> to apply SDGs to the local community and their lives				
<b>(C)</b> 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: