



MODULE No: 3 “ENGAGE idea workshop”

NAME “SUSTAINABLE DEVELOPMENT GOALS IMPLEMENTATION IN THE LOCAL COMMUNITY” (3-4 HOURS)

OBJECTIVE: Choosing the best SDGs implementation ideas 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) ¹

- 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)²

- Collecting and analyzing information on SDGs challenges in 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) ³

- Choose methods to collect and analyze information.
- Apply SDGs and the concept of sustainability to the local community and their lives.

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

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.



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:

- Selecting the best 3-5 SDG implementation ideas.
- Selecting the solutions of the SDG problems.
- Verification of the SDG problems and solutions.

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 – Form for selecting the solution of the SDG problem
- Annex 2 – Form for verification of the SDG problem and solution

Activity	Method and organization	Time
<p>Preparation before the lesson</p>	<p>The Teacher/Trainer:</p> <ul style="list-style-type: none"> ● Print out “Form for selecting the solution of the SDG problem” (Annex 1) and Form for verification of the SDG problem and solution (Annex 2) or provide access to these materials electronically on a tablet or computer during group work (for each group). ● Maintain team composition with the appointed Team leader and Timekeeper as it was in Module 2 (if possible). ● Prepare completed Annex 3 “Form for identifying, defining and analyzing of problems in SDGs areas” and Annex 5 “Form for the reviewing of SDG examples in Latvia” that each group completed in Module 2. 	<p>10 min.</p>
<p>Selecting the best 3-5 SDG implementation ideas</p>	<p>The Teacher/Trainer:</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. ● Make sure that the group members in each group have chosen a Team leader and Timekeeper. ● 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. ● The Timekeeper’s purpose is to look after so that the time limits are met. 	<p>20 min.</p>



Activity	Method and organization	Time
	<ul style="list-style-type: none"> Each group use the completed Annex 3 “Form for identifying, defining and analyzing of problems in SDGs areas” and Annex 5 “Form for the reviewing of SDG examples in Latvia” that each group completed in Module 2. Each group review the formulated TOP 3 SDG problems and solutions and specify its TOP 3 SDG problem in 1 sentence and solution in 1 sentence. 	
	<ul style="list-style-type: none"> The Team leader of each group reads / shows the problems and solutions formulated by their group and explains the ideas of group. The Teacher/Trainer writes and numbers them on the screen / board. Categorize and put together similar ideas and make sure that participants agree with your categorization. 	40 min.
	<ul style="list-style-type: none"> Each pupil has 3 leaflets on which each pupil writes 1-3 best ideas at his / her own discretion (the pupil can also give his / her 3 votes only to one his / her best idea or split it among other ideas) and throw it in a common ballot box. Count points and select 3-5 best ideas. 	20 min.
	<ul style="list-style-type: none"> Write all 3-5 best ideas on an A4 sheet and display on 3-5 separate tables. Pupils each chooses to stand at the table with the idea he / she wants to develop, to further explore, to look for the best solutions and to create a presentation, which will be presented later to the stakeholders together with their group. If no pupil has stopped at a table with one of the ideas, then no further work is done on this idea. If there are only 1-2 pupils at a table, then these pupils can decide for themselves whether to continue working on the idea or decide to move to another table and work in a team with more pupils to develop another idea. Any team in the process can decide to join another team if the other team agrees. 	20 min.
Selecting the solutions of the SDG problems	<p>The Teacher/Trainer:</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. Distribute the printed materials (Annex 1 “Form for selecting the solution of the SDG problem”) or provide access to them electronically on a tablet or computer during group work (for each group). Make sure that pupils have enough notes/writing paper. 	5 min.
	<p>The Teacher/Trainer:</p> <ul style="list-style-type: none"> Ask each group to think about selecting the solutions of the SDG problems. Team leader let any of group participants shortly discuss, meaning and content of each SDG problem and possible solutions write down the ideas in Annex 1 “Form for selecting the solution of the SDG problem”. Encourage each group to keep in mind the cost, expertise, time, available help, and the ease implementing a solution. 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. Once the group has formed solutions and alternatives to the problem, they need to explore the pros and cons of each option. Groups evaluate all the selected, potential solutions, and narrow it down to one. This step applies two key questions. <ul style="list-style-type: none"> Which solution is most effective? Which solution would be favored by those who will implement and use it? 	40 min.



Activity	Method and organization	Time
Verification of the SDG problems and solutions	The Teacher/Trainer: <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. Distribute the printed materials (Annex 2 “Form for verification of the SDG problem and solution”) or provide access to them electronically on a tablet or computer during group work (for each group). Make sure that pupils have enough notes/writing paper. 	5 min.
	The Teacher/Trainer: <ul style="list-style-type: none"> Ask each group to additionally research and check the defined SDG problems / selected the best solutions to the SDG problems. Ask each group Team leader write down the ideas and answers to the questions in Annex 2 “Form for verification of the SDG problem and solution”. Each group make an interview or questionnaire to confirm or reject the defined problem / solution or to define a new more topical problem / solution. 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 	60-120 min.
	The Teacher/Trainer: <ul style="list-style-type: none"> After the interview or questionnaire, ask each group to summarize the results of the interview or questionnaire. Ask each group to formulate a final group opinion on the current SDG problem and solution based on the results of the interview or questionnaire. 	40 min.

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 secretarial roles, when applicable.
- Cooperation in developing, categorizing, voting / selecting ideas for presentation.
- 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 understanding UN’s SDGs				
(K) on understanding real examples of the implementation of SDGs				
(K) on their community structure, services and development				



DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
(K) on the concept of sustainability and lifestyle in own community				
(S) in collecting/analyzing information on SDGs challenges				
(S) in communicating own ideas to peers orally and in written form				
(S) in active listening				
(S) in cooperating with peers on reaching consensus				
(S) in identifying and seeing relevance of community challenges to SDGs				
(S) in identifying solutions/action needed				
(S) in constructing feedback to peers (presentation skills)				
(S) in completing tasks within a given timeframe				
(C) to choose methods in collecting and analyzing information				
(C) to apply SDGs to the local community and their lives				

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

TEACHERS REFLECTION: