

Global Teacher Seminar 2022 Lesson Plan

Title: Let's Play Family Feud: A Review of the UN Sustainable Development Goals

Theme/Topic: Sustainable Development Goals of the United Nations Review

Introduction (2-3 sentence summary of the lesson): This lesson will review the Sustainable Development Goals of the United Nations by playing a game of Family Feud. The students will need to know each Sustainable Development Goal as well as the targets that are associated with each goal.

Subject(s)/Grade level(s): Model United Nations, World Geography, Contemporary World Issues/10-12th grades

Suggested Duration of Lesson: 1-2 periods

Connection to Standards/Common Core (1-2 standards):

State of Ohio Contemporary World Issues Standard Topic: Sustainability: An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.

State of Ohio World Geography Standard Topic: Globalization: The modern world is said to be "shrinking" or "flattening" through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human - environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.

Essential Questions (1-2 questions): What are the UN Sustainable Development goals and the targets for each goal? How close are we, as a world, in achieving each of these goals?

Learning Objectives (2-3 objectives): LO1: Students will be able to identify the 17 Sustainable Development Goals of the United Nations as well as the Targets associated with each goal. LO2: Students will be able to explain the targets of the sustainable development goals. LO3: Students will analyze one of the SDG and targets to identify how close the world is to achieving it and then report back the following day to share the information.

Materials Needed: Family Feud Game on Powerpoint (attached to this lesson plan); Buzzers or a bell; Answers for the Host (attached to this lesson plan)

Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic?*

The students will have to know an extensive amount about the Sustainable Development Goals of the United Nations to complete this lesson. Students should have already completed a multiple day research project and then presented a presentation on each of the 17 Sustainable development goals and then present them to the class. Each student will have researched one of the SDGs and then presented the material to the class. They will need to have provided their classmates with notes and materials that will assist them in understanding the material. In addition, each student will have had the opportunity to individually show mastery of the material through recall of material through a google form.

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Teacher-Student Interaction (5-7 steps):

1. Divide students into two groups (while the traditional game of family feud only has five on a team; there can be more)
2. Present the question on the slideshow for the students to see; the first person to “ring” in with the “top” answer will have the chance to pass or play the topic for their team
3. Team will continue to play the round unless they get three X (strikes); if the team gets three X (strikes) the other team can steal the round and all the points by saying a correct answer
4. Points for the round will be awarded to the team who is able to give the most correct answers (the targets for each sustainable development goal) without getting three strikes; play of the game will continue in this form until the last question is asked
5. The game does not have a final round; however the teacher has the ability to edit the slideshow to create a final round for the “winning” team

Closing Activity: *What will the teacher do/say after the lesson? I.e. go over homework, etc.*

For homework: Answer the following open-ended questions

Pick one of the SDG and one target. Evaluate the current progress of this goal and target. What is working? What is not working? Will this SDG and target be reached, in your opinion, by 2030? Why or why not?

Post-Assessment: *How will students demonstrate what they have learned about the topic from this unit?*

In this lesson the students will show the educator that they will have the understanding of the 17 Sustainable development Goals of the United Nations as well as the targets that are associated with each goal. From there the students in a Model UN, Geography, or Current Issues Class could evaluate each goal and target. In my model United Nations class my students will use the information from this lesson as well as prior lessons to use the Sustainable development goals in their resolutions during the research phase of their projects. The students could research a current global issue and see how the United Nations goals are working to fix this issue. The students could also see how these goals are affecting them here at home while seeing how the goals are affecting people here in the United States.

Reflection: *How are students engaging with ideas from another culture? What does it mean for them?*

This lesson will allow the students to recall the 17 Sustainable development goals of the United Nations as well as the targets associated with each goal. In addition, the students will be able to explain the targets of each goal. By being able to do this they will be able to see how close the SDGs are to reaching their goal by 2030 as well as being able to incorporate the information into their resolutions for Model UN or other related activities in Geography or Contemporary World Issues. This lesson can spur further discussion about the complexities of the world and the globalization process.

Resources:

[SDG Family Feud.pptm](#)

[Family Feud SDG Host Answers](#)

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Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas): Possibilities for future lessons or how to use this for gifted/etc.

Once a resolution in a Model UN class then allow the students to present them to their classmates and allow a debate as if they were members of the United Nations

Encourage the students to download the 170 Actions to Combat Climate Change and pick a few that they would like to add into their daily routine
