

Global Teacher Seminar Lesson Plan

Name: Diane Flick

Title: Using the UN SDGs to Focus Your TAP

Theme/Topic: 17 UN SDGs

Introduction (2-3 sentence summary of lesson): This lesson will introduce the UN SDGs in order to provide a frame of reference for students to choose a global issue for their Take Action Project (TAP), a yearlong project designed to address a global issue in the student's local community.

Subject(s)/Grade level(s): Global Scholars, 11th/12th grade

Suggested Duration of Lesson:

Connection to Standards/Common Core (1-2 standards): Identify an appropriate global issue around which a student could design their TAP

Essential Questions (1-2 questions): How can thinking of the 17 UN SDGs help students narrow down their ideas for their TAP? Which of the SDGs addresses an issue that affects the local community?

Learning Objectives (2-3 objectives): SWBAT identify each of the 17 UN SDGs

SWBAT draw connections between SDGs and issues affecting their local community that they have the potential to address in a yearlong project.

Materials Needed: SDGs Slideshow

Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic?* Ask students what they think of when they hear the phrase, 'Sustainable Development' and how that might pertain to a TAP. Allow them to discuss in small groups for 5 minutes. Then feedback to the class.

Teacher-Student Interaction (5-7 steps):

- Introduce the 17 UN SDGs by showing a slide with the 17 icons for each (15 minutes)
- Ask students to describe global issues they're aware of that are addressed by one of the SDGs (5 minutes)
- Ask students if there are any SDGs they don't understand and/or discuss the more complex SDGs: 8-12, 16-17 (10 minutes)
- Introduce three past TAPs and ask the class to identify which SDG(s) are addressed by them (5 minutes)
- Ask students to think back to the TAP Fair they attended in April and to identify which SDG(s) they addressed. Students discuss in small groups then feedback to the class (15 minutes)
- Allow students time to discuss which SDGs they feel they might be most interested in working on and why; feedback to the class (10 minutes)

Closing Activity: *What will the teacher do/say after the lesson? I.e. go over homework, etc.* Discuss how some SDGs are more connected to the local community than others and how some ideas are more feasible for a TAP than others.

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

Students should follow up by watching the video posted on the LMS about the SDGs

(<https://www.youtube.com/watch?v=o08ykAqLOxk>); identify which SDGs they're most interested in and why.

Prepare to discuss at their first one-to-one meeting with their Global Scholars advisor in the coming weeks.

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Reflection: *How are students engaging with ideas from another culture? What does it mean for them?* Students are connecting the global to the local by identifying problems that exist at the global level and then how they can address them in their local community.

Resources:

<https://sdgs.maps.arcgis.com/apps/MapJournal/index.html?appid=c921e7d2cfef4c8ab98b839e27eda74a>

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

Continue to reiterate the 17 UN SDGs in ongoing one to one advisory meetings throughout the project in order to help guide students to stay on track with their projects by focusing on one or two SDGs.

Examples: