

## Global Teacher Seminar Lesson Plan

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**Name:** Nanette Fandino-Diaz

**Title:** How is the Spanish-speaking world accomplishing Sustainable Development Goal (SDG) 14 Life Below Water?

**Theme/Topic:**

- AP Spanish Language and Culture Themes
  - Science and Technology
  - Contemporary Life
  - Global Challenges
- SDG 14 - Life Below Water

**Introduction:** Students will be introduced to SDG 14 and its target. As a class the students will read about, watch videos, and discuss the efforts of two Spanish-speaking countries, Guatemala and Spain. The students will then independently explore their chosen country and prepare a presentation on the efforts of their country that they will share with the class.

**Subject(s)/Grade level(s):** AP Spanish Language and Culture / 11th and 12th graders

**Suggested Duration of Lesson:** 6-8 class periods (50 minutes in length)

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

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

**Essential Questions:**

1. What water sustainability challenges are Spanish-speaking countries facing?
2. What are the local, national, and international implications of these challenges?
3. How are Spanish-speaking countries implementing the targets of SDG 14 Life Below Water?

**Learning Objectives:**

1. SWBAT explore resources in the target language to help them gain background knowledge about SDG 14 and what different Spanish-speaking countries are doing to implement the target goals of SDG 14.
2. SWBAT participate in whole class and small group discussions about the SDG 14 and the efforts of different Spanish-speaking countries.
3. SWBAT to prepare a presentation on one of the Spanish-speaking countries not discussed as part of the whole group discussion.
4. SWBAT to present their research to the class.

**Materials Needed:** digital handouts

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## **Day 1**

**Pre-Assessment of Prior Knowledge:** Students will have a class discussion to review what they remember of the water unit completed in Spanish 4H

### **Teacher-Student Interaction:**

- Introduction of SDG Goal 14 Life Below water and the target objectives of the goal.
- Class will discuss how the AP Spanish Language and Culture Themes and the targets of SDG Goal 14 overlap.
- Students will venture to Twitter to visit the UN page, The Sustainable Development Goals page, UNESCO page, SDGs page, World Economic forum page, etc.

**Closing Activity:** Review with students the resources they are to watch and read for homework.

**Post-Assessment: Exit ticket, Google Form,** The students will respond to a Tweet that relates to SDG 14 and the students will craft a response to the Tweet.

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## **Day 2**

**Pre-Assessment of Prior Knowledge:** Students will complete the K and W of a KWL chart.

### **Teacher-Student Interaction:**

- Students will work in small groups discussing their questions and finding answers together.
- Teacher will rotate from group to group as the discussions take place.

**Closing Activity:** Teacher will assign countries to the students for their presentations at the end of the unit.

**Post-Assessment:** Students will turn in their KWL charts.

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### Day 3

**Pre-Assessment of Prior Knowledge:** Students will log onto a Jamboard where they will make educated guesses about what types of challenges Guatemala faces related to the target goals of SDG 14 Life Below Water.

**Teacher-Student Interaction:**

- As a class the students will read articles and watch videos related to Guatemala's challenges with SDG 14.
- The students will participate in an interpersonal exchange on their observations, the innovation, what surprised them, etc.
- Students in the environmental science academy will be invited to help understand the scientific aspect of the challenges.

**Closing Activity:** Students will be instructed that they should begin to do some research on their assigned county in relation to SDG 14.

**Post-Assessment:** Students will go back to the jamboard and have the opportunity to update their predictions.

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### Day 4

**Pre-Assessment of Prior Knowledge:** Students will log onto a Jamboard where they will make educated guesses about what types of challenges Spain faces related to the target goals of SDG 14 Life Below Water.

**Teacher-Student Interaction:**

- As a class the students will read articles and watch videos related to Spain's challenges with SDG 14.
- The students will participate in an interpersonal exchange on their observations, the innovation, what surprised them, etc.
- Students in the environmental science academy will be invited to help understand the scientific aspect of the challenges.

**Closing Activity:** Students will be instructed that they should continue to do research on their assigned county in relation to SDG 14.

**Post-Assessment:** Students will go back to the jamboard and have the opportunity to update their predictions.

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## Day 5

**Pre-Assessment of Prior Knowledge:** Students will read through the requirements for the presentation. They have the opportunity to ask the whole group questions about the final presentation assignment.

### Teacher-Student Interaction:

- Students will have the opportunity to research their assigned country looking for
  - The country's challenges in relation to SDG 14.
  - The implications that the challenges have local, national, and international relations.
  - Efforts implemented by the country to support SDG 14.

**Closing Activity:** Students will be instructed that they should continue to do research on their assigned county in relation to SDG 14.

**Post-Assessment:** Students have an opportunity to ask questions about their project.

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## Day 6

**Pre-Assessment of Prior Knowledge:** Students will have the opportunity to ask the whole group questions about the final presentation assignment.

### Teacher-Student Interaction:

- Students will have the opportunity to research their assigned country looking for
  - The country's challenges in relation to SDG 14.
  - The implications that the challenges have local, national, and international relations.
  - Efforts implemented by the country to support SDG 14.
- All the students will work on one Master Google Slide presentation where they will highlight what they have learned about their assigned country in relation to SDG 14.

**Closing Activity:** Students will be instructed that they should have their slide completed and be ready to present the following class period.

**Post-Assessment:** Students have an opportunity to ask final questions about their project. Students will sign up for their presentation slots.

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## Day 7/8

**Pre-Assessment of Prior Knowledge:** Last minute questions about presenting.

### **Teacher-Student Interaction:**

- Students will present their country's SDG 14 challenges and programs.

**Closing Activity:** Verify second date of presentation, if needed.

**Post-Assessment:** Give each student feedback on their presentation using the instructor's rubric of choice for oral presentations.

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**Reflection:** Many of the students live on Lake Hopatcong which is the largest man-made lake in New Jersey. They spend a lot of their time on the water and there have been many challenges to keeping the lake healthy.

### **Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):**

The school where I teach has an Environmental Science academy and this unit will be the perfect opportunity for those students to use their knowledge from Environmental Science in another discipline.

We now also have a Broadcasting and Journalism Academy. In the future I could give those students choices on how to present their research so that they would have the opportunity to use their skills from broadcasting or journalism in the Spanish language.

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**Resources:** *See documents that follow.*



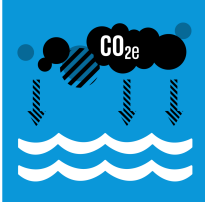


**Day 1 Handout - SDG 14 Chart (2 pages)**








## Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Information adapted from <https://www.un.org/development/desa/disabilities/envision2030-goal14.html> and <https://www.globalgoals.org/goals/14-life-below-water/>

### Targets

 <p>TARGET 14-1</p> <p>REDUCE MARINE POLLUTION</p>	 <p>TARGET 14-2</p> <p>PROTECT AND RESTORE ECOSYSTEMS</p>	 <p>TARGET 14-3</p> <p>REDUCE OCEAN ACIDIFICATION</p>	 <p>TARGET 14-4</p> <p>SUSTAINABLE FISHING</p>	 <p>TARGET 14-5</p> <p>CONSERVE COASTAL AND MARINE AREAS</p>
<p>Prevent and significantly <b>reduce marine pollution</b> of all kinds, in particular from land-based activities, including marine debris and nutrient pollution</p>	<p>Sustainably manage, <b>protect and restore</b> marine and coastal ecosystems to avoid significant adverse impacts</p>	<p><b>Minimize</b> and address the impacts of <b>ocean acidification</b></p>	<p>Effectively regulate harvesting to end overfishing, illegal, unreported and unregulated fishing and destructive <b>fishing practices</b>. Implement science-based management plans, in order to restore fish stocks in the shortest time possible, to levels that produce maximum <b>sustainable</b> yield as determined by their biological characteristics</p>	<p><b>Conserve</b> at least 10 percent of <b>coastal and marine areas</b>, consistent with national and international law and based on the best available scientific information</p>

<p><b>TARGET 14-6</b></p>  <p><b>END SUBSIDIES CONTRIBUTING TO OVERFISHING</b></p>	<p><b>TARGET 14-7</b></p>  <p><b>INCREASE THE ECONOMIC BENEFITS FROM SUSTAINABLE USE OF MARINE RESOURCES</b></p>	<p><b>TARGET 14-A</b></p>  <p><b>INCREASE SCIENTIFIC KNOWLEDGE, RESEARCH AND TECHNOLOGY FOR OCEAN HEALTH</b></p>	<p><b>TARGET 14-B</b></p>  <p><b>SUPPORT SMALL SCALE FISHERS</b></p>	<p><b>TARGET 14-C</b></p>  <p><b>IMPLEMENT AND ENFORCE INTERNATIONAL SEA LAW</b></p>
<p><b>Prohibit</b> certain forms of fisheries <b>subsidies which contribute</b> to overcapacity and <b>overfishing</b></p>	<p><b>Increase the economic benefits</b> to Small Island developing States and least developed countries <b>from the sustainable use of marine resources</b>, including through sustainable management of fisheries, aquaculture and tourism</p>	<p><b>Increase scientific knowledge</b>, develop <b>research capacity</b> and transfer marine <b>technology</b>, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve <b>ocean health</b> and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries</p>	<p>Provide access for <b>small-scale artisanal fishers</b> to marine resources and markets</p>	<p>Enhance the conservation and sustainable use of oceans and their resources by <b>implementing international law</b> as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of The Future We Want</p>



## Homework Day 1:

[2030 Agenda in Latin America and the Caribbean](#)

[An Idiot's Guide to Saving the World Podcast](#)

- Episode 1 - Oceans (45 minutes)
- Episode 4 - Clean Water (32 minutes)

[Regional Observatory on Planning for Development in Latin America and the Caribbean](#)

[Pacto Mundial Red Española: Qué puedes hacer tú ODS 14: Vida Submarina](#)

## Day 2 Handout

[KWL Chart Template](#)

## Day 3 Resources

### Guatemala

- [Peligros para la vida marina: contaminación, cambio climático y sobrepesca](#)
- [Guatemala se une a iniciativa mundial que protege océanos](#)
- [Guatemala avanza la protección de los océanos](#)
- [Conservación Marino - Costera de Guatemala](#) (incluye un video informativo)
- [Video: The Ocean Cleanup muestra cómo funciona el interceptor que evita que toneladas de basura lleguen al río Motagua](#) (incluye un video demostrativo) *\*the gentlemen in the video in their enthusiasm use an expletive; this video can be edited to skip that section in edPuzzle.*
- [Guatemala está utilizando 'bio-cercas' para frenar la contaminación plástica](#) (incluye un video del World Economic Forum)

## Day 4 Resources

### España

- [España promete proteger al menos el 25% de su superficie marina para el 2025](#)
- [ABC del mar, los mares españoles, amenazas en el mar y conservación marina](#)
- [Greenpeace: Océanos](#) (incluye un video)
- [El Miteco protege la biodiversidad marina española](#)
- [Los océanos pueden recuperar la vida perdida en tres décadas](#) (incluye video)
- [Protégete del sol, pero protege también el mar de tu crema solar](#) (incluye video)
- [Las cinco islas de plásticos que manchan el océano y ningún país quiere limpiar](#) (video)