

Global Teacher Seminar Lesson Plan Template

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Title: Understanding our School climate and our perceptions about our world

Theme/Topic: Introduction to the 17 UN Goals

Introduction (2-3 sentence summary of lesson): Students will review the summary results of the school climate surveys (taken yesterday) and we will use this understanding of their personal perceptions to compare and analyze the summary data for the school climate perceptions as we introduce the 17 areas of the UN focus goals for sustainable development. The purpose of this lesson is to help students understand that their perceptions have an impact on how they interact and conduct their lives-from personal to global experiences and challenges them to analyze their current impact so that they become more aware/compassionate..

Subject(s)/Grade level(s): 9th grade or other appropriate age- Introductory Lesson

Suggested Duration of Lesson: 1 day (Day 3) as a part of a unit on clarifying personal values (moral Compass) and understanding world values (UN 17 goals) as students prepare to become more locally and globally aware.

Day 1- Expressing your moral compass- NOT THIS LESSON

Day 2- School Climate Survey and Goals/ Expectations for the school year (for us this means a new school)- NOT THIS LESSON

Day 3-Perceptions and their impact on our World views- THIS LESSON =)

Day 4- Challenging our Perceptions- Gapminder & Dollarstreet

Day 5- Summary Response Survey, Finish up Gapminder & Dollarstreet activities & view survey responses and challenge them to consider which of the 17 would be one you would most connect to.

Connection to Standards/Common Core (1-2 standards): Ohio Family And Consumer Sciences Standards:

Strand 5. Health and Wellness: Develop wellness practices that promote a healthy lifestyle.

Outcome 5.1. Lifespan Wellness Adopt wellness practices at each stage of the lifespan. Competencies

5.1.1. Explain how the seven dimensions of wellness (i.e., emotional, environmental, intellectual, occupational, physical, social, spiritual) impact overall health.

5.1.4. Describe the effects of external factors on personal health.

5.1.6. Create a long-term personal health plan that promotes lifespan wellness.

Essential Questions (1-2 questions):

What has impacted how I view and interpret the world around me?

What conscious choices can I make to be more compassionate with myself and others?

Learning Objectives (2-3 objectives):

Students will analyze their perceptions of school climate and world issues

Students will identify core values for their personal lives

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Students will explore the 17 UN Goals and select at least 1 that they would like to be more knowledgeable about **and make a tier list of their priorities of each list and then compare them across the board?**

Materials Needed:

Pre-Assessment of Prior Knowledge: *Students will have completed a survey about school climate. As this is an introduction to the UN goals, there should be little to no prior knowledge.*

Teacher-Student Interaction (5-7 steps):

1. Prearrange Seating in a circular pattern (Round Table discussion). As students enter, have them write their name on a badge that says 'I'm from the perception of _____(Name) and select a seat within the circle.
2. Students will then volunteer to explain the summary data from the school climate survey yesterday, using the pie graph and charts from the board. As this occurs, remind students to compare and contrast the information they are gaining to how they originally responded yesterday and as they do so, remind them that they are gathering data, not make judgements about the results.
3. Ask them to consider...What do you think would be qualities of a good life? Do they think everyone one in this class, has these qualities?, how about this community of Lexington? Of Ohio? Of America? Of the world?
4. Discuss who/ what the United Nations are and their purposes. Introduce that they have clarified 17 core qualities that every human being should be able to access/use. How many of the 17 can you as the students guess?
5. Once this summary is done, ask the students to think about world issues (Some of which are the same as the school climate) and ask them to think about how they view the world currently.
6. Ask for volunteers to explain 1-3 word statements of words they would use to describe each of the 17 areas.
7. After each of the areas is summarized, (at least 4 things for each area) post the results on the "Chalk Talk" wall for us to reflect back on tomorrow.
8. Watch this video on the 17 goals. <https://sdgs.un.org/goals>
9. Discussion of each of the areas <https://sdgs.un.org/goals#goals> and ask the students to think about what they think these things mean overnight as we will be exploring them more over the next couple of days.

Closing Activity: *Challenge them to consider what we have discussed today and how their current perceptions affect how they view the world and issues we discussed today. Tomorrow in class, they will complete activities in Gapminder and Dollarstreet. These activities are designed to help them compare and analyze their current perceptions to real time data and facts from around the world.*

Post-Assessment: *Students will be able to identify which statements within each goal area are fact based and which goal statements need correction to be accurate.*

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Reflection: *This unit is designed to get students thinking about what world products and supplies they use, how they use resources that may be impacting the lives in the region of origin in a negative way, how their perceptions about their world views may be biased or inaccurate, where their perceptions are rooted, who currently impacts the viewpoints they carry and opens the door for honest and open communication about the topics listed. And then, in using the resources we introduce, to begin to analyze and challenge their thinking, attitudes and behaviors in a way that is beneficial to all peoples.*

Resources:

<https://sdgs.un.org/goals>

Video explaining the 17 goals.

<https://www.gapminder.org/dollar-street>

This program is designed to showcase typical homes, compared to income, through out the world with the goal to normalize the diversity of homes and living throughout the globe.

<https://docs.google.com/document/d/1Vc91CAuNwO8j6al7siDw3B-FUtSeSXbW/edit?usp=sharing&ouid=115779790299861234356&rtpof=true&sd=true>

This is a student handout developed by Rebecca to help guide students through the dollar street program and to get them thinking about their own perceptions of themselves, where they live and living arrangements of others around the world.

<https://www.gapminder.org/>

Gapminder identifies systematic misconceptions about important global trends and proportions and uses reliable data to develop easy to understand teaching materials to rid people of their misconceptions.

Gapminder is an independent Swedish foundation with no political, religious, or economic affiliations.

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

This lesson is part of an introductory unit on Establishing Value Systems (Moral Compass). During our unit on job skills, we can discuss the values we hold compared to places we want to apply to and to the support those businesses have for any of the UN Goals.

<https://workethic.org/bring-your-a-game-to-work/>

Struggling students can identify what things are important in their lives and explain how they will protect those values, and how by protecting those values for others can help to foster a positive world impact.

Gifted Students can explore their impact as it aligns to the Global UN Goals and can choose to explore programs for their Ohio Graduation Seal perhaps in the area of Community Service, or in another appropriate category seal area : <https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>