

# Global Teacher Seminar Lesson Plan

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**Name:** Rosanne Nagel

**Title:** Introductory Exploration of the UN's Sustainable Development Goals

**Theme/Topic:** Globalization and Sustainability in the Present Day

**Introduction:** Currently, most World History students tend to be unfamiliar with the UN's Sustainable Development Goals (SDGs), allowing this lesson to introduce the concepts. This will not only initiate awareness but also foster discussion about the interconnectedness between the seventeen goals, develop a continuing conversation about globalization, and create a framework for discussion about sustainable actions happening worldwide. A later focus of the lesson might also center around introducing the idea of regeneration shared by Dr. Ulaş Akin. This means applying approaches to restore systems rather than just trying to maintain the same levels as the present, which might not be acceptable levels.

**Subject(s)/Grade level(s):** World History, Grade 9

**Suggested Duration of Lesson:** 1.5 - 2 classes (80 mins each) and then transition into regional studies

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

TOPIC:

GLOBALIZATION (1991-PRESENT):

The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.

CONTENT STATEMENTS:

28. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.

**Essential Questions** (1-2 questions):

- "What is the global conversation about interdependence in areas such as the economy, human resources, and the environment?"
- "How is the United Nations leading both small and large scale efforts to address the diverse challenges and needs in the world?"
- Possible Question for this lesson or the following regional explorations: "How might we judge the value of efforts to stay sustainable, meaning staying at the same levels as today, versus efforts at regeneration, which is restoring systems to a healthier, natural model?" (Advanced question and discussion)

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## Learning Objectives :

- Students will be able to give a basic description of the SDGs.
- Students will be able to explain the interconnectedness of the SDGs.
- Students will be able to discuss current events or experiences related to globalization and the SDGs.
- Students will be able to apply information from previous lessons as well as research and develop ideas addressing the SDGs in our community.

## Materials Needed:

Computers or other Devices  
Scrap Paper  
Writing Utensils

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## Pre-Assessment of Prior Knowledge:

Teacher questioning, group discussion, and familiarity with student's knowledge based on course interaction/prior lessons will make up most of the pre-assessment. Students will already address the history of the United Nations and some of the diverse work done by the organization.

## Teacher-Student Interaction (5-7 steps):

1. Introduce lesson by projecting 1) Daily Agenda: addressing objectives and vague references to concepts (not to give away too much information) and 2) Questions: "Did you know that the United Nations has seventeen Sustainable Development Goals? Can you name them?" \*
2. Students share possible answers, scribe records ideas on board, and a few minutes are given to negotiate the list on the board.
3. Students ask any questions related to the "Did You Know?" to prompt while the goals are finally projected for all.
4. Students use their own devices to explore UN's website featuring seventeen SDGs along with explanations and data. During this time students can organically search the site and chat about their finds with one another. Teacher limits prompts but engages with students in small groups or individually.
5. Teacher prompts short group conversation regarding concepts, feasibility, and connections.
6. Teacher guides students through an example of how the SDGs are discussed worldwide, taught, and applied in diverse areas of the world (Israel, Japan, or Uganda are possible examples),

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Examples from the seminar presentations can be referenced to show diverse areas of interest and application to catch different perspectives.

7. Share second part of lesson, which will more than likely roll into the homework, and is for the purpose of exposing students to diverse, creative examples of how to engage with the SDGs prompting future discussion and possible action: Students will search for their own examples of the SDGs as part of a lesson or organization outside of the US. Each person will use a shared Google Doc to create a “one-pager” slide similar to the teacher example and previous lessons (for format).
8. Students begin searches and small group conversations about SDGs in other countries as well as their application. Create “one-pagers.” (selections posted so students do not repeat)
9. Short presentations of student’s “one-pagers” including discussion of realistic goals, regeneration vs. sustainability, connections to familiar efforts, possible local actions, etc.
10. Summary questions really depend on the path of the discussion but may include: How does this connect with methods we already know? How might we apply this information about the SDGs in other nations to our own experiences? What is one area you’d like to continue to pursue after today? And more. — the next lessons will go into modern regional studies and can relate directly

*\* “Did You Know” questions are a recurring theme in class so this follows a pattern familiar to students that usually prompts discussions. It can be reworded in many different ways.*

**Closing Activity:** Besides the ending discussion, which will set up future connections, we can directly explore how the SDGs connect to areas of action that students are already familiar with and tangible ideas that might start to play out in our community. (This will possibly tie in to later lessons and definitely other courses.)

**Post-Assessment:** The students will share an example of the SDGs taught, used, posted about, incorporated into, etc in another country in the world. Individuals will create a “one-pager” slide showing the place, the SDG reference, and the source. Later in the class or on day two, the students are responsible for explaining the reference and its general meaning for the relevant place (deforestation in China for example vs Desalination in the Middle East). Once a place is shared, it can’t be repeated by others so they must have 2-3 diverse options available. As the activity will move into homework for those who don’t get a chance to present, they should have plenty of time to find a few options even with my help or a classmate's help. Throughout the presentations I’ll encourage connections as well as ask questions about the viability of ideas or other prompts. Finally, coming back together on Day 2, the entire class will hear about examples leading to more discussion about viability, realism, and regeneration. Later in the class, the teacher may encourage students to consider how to apply the seventeen SDGs to our small community (if not discussed previously).

*Exit slips can be added quickly, if necessary.*

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**Reflection:** The primary goal of the lesson is exposure to the UN's SDGs, as well as seeing their prominence in foreign discourse, since they are not familiar in the United States. Through the exploration of the data visualizations presented, the student's curiosity should be peaked significantly. Some of the areas are familiar, but others will probably not be as clear as separate and uniquely managed. The second half of the assignment not only assists students to see what the SDGs mean in another culture, but they have to process the information well enough to share it with their classmates. This may mean addressing an image and its application or explaining the current situation in one place and how the SDGs are relevant. Another possibility is sharing organizations or initiatives in other cultures. By peering into the experiences and actions of other cultures, students tend to express familiarity and build off or prior knowledge. They find ways to build connections between cultures as well as discuss differences without focusing on the negative. The information and exposure may also lead to sharing information with others or tangible efforts by the students or school community to address the SDGS as a part of their lives.

**Resources:**

- United Nations Dept of Economic and Social Affairs Website: <https://sdgs.un.org/goals#history>
- Various websites connected to international efforts in the area of SDGs such as [Zenb ird](https://zenb.ird.jp/) in Japan (<https://tinyurl.com/yahd7ad3>) or the ISDG Program in Israel (<https://tinyurl.com/37jfcthk>) .

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

- References to the SDG's will come up in late course lessons or current events discussion.
  - References can be made directly in other courses since many of the students will enroll in those courses together (US Government, various electives).
  - Opportunities for extension include putting the SDGs into action in our community especially through a discussion at our Town Meeting or creating an action for the school. This might range from sharing information to creating a new experience or initiative for the Linworth community (community service, a new course, a school initiative, a personal initiative, a good Samaritan reminder or action, etc.)
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