

The Sustainable Development Goals

Topic

The 17 Sustainable Development Goals

Learning outcomes

- Demonstrate knowledge and understanding of global challenges by identifying and explaining key world issues and the Sustainable Development Goals
- Use vocabulary for describing world issues and solutions
- Justify choices
- Develop creativity and design skills

Age group and level

Aged 9–12 and 13-17 years
CEFR level A2 and above

Time

90-95 minutes over two lessons

Materials

The teacher will need:

- Presentation
- images showing key world issues, as appropriate for your learners (optional, to display – stage 1)
- Online worksheet
- official goal icons, available from <https://www.globalgoals.org/resources> (to display – stage 6)

The learners will need their notebooks and a pen or pencil.

Introduction

This lesson plan is based on activities from the British Council publication Integrating global issues in the creative English language classroom, which provides innovative ideas for teaching while raising awareness of the United Nations Sustainable Development Goals.

In this lesson, which helps introduce the goals, learners think about what goals the world might need. Then they discover what each goal is and what it means, and decide which ones they think are the most important and why. Finally, they design an icon for one or more of the goals, which they share with the class.

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.
- Do the learners need a URL or code to join the class? Do they all have this?
- Do you know how to share what is on your computer screen so that the learners can see it?
- Do you know how to mute the learners' microphones if you need to?
- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?
- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!
- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.
- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?
- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?
- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.
- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.

- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.
- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.
- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure

Before the lesson	<ul style="list-style-type: none"> • Before you start the lesson: <ul style="list-style-type: none"> – Test your microphone and camera to make sure they work. – Make sure that you have the presentation open and shared.
At the start of the lesson	<ul style="list-style-type: none"> • Welcome the learners as they arrive: <ul style="list-style-type: none"> – Check that you can all hear and see each other. – Check that they can see the first slide. – If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you. <p>Tips:</p> <ul style="list-style-type: none"> • Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. • Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.
<p>Lesson one (45-50 minutes)</p>	

<p>1. Introducing the topic</p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Display slide 2. Ask learners what they think are the biggest problems in the world today. Listen to their ideas and feed in any useful vocabulary, e.g. poverty, health, hunger, war, etc. <p>Note: If you think your learners will need support with this question, before the lesson select a few images to display that show some key issues, either from the accompanying ‘issues images’ document or sourced elsewhere, to help prompt ideas. What images you choose should be appropriate and sensitive to your learners and context.</p>
<p>2. Awareness raising and prediction</p> <p>(15–20 minutes)</p>	<ul style="list-style-type: none"> • Ask learners if they think something is happening to solve the problems. Are they, their family, their school, the government doing anything? • Learners may have more ideas around, for example, environmental problems, e.g. recycling. Ask learners if they think it’s enough. • Explain to the learners that the United Nations, an international organisation that works to bring peace and help solve world problems, has 17 special goals which all the UN countries agreed to in 2015. The goals are designed to help solve these world problems for everyone, everywhere, by 2030. They are going to learn about these goals today. • Display slide 3. This next activity works best in breakout rooms, but it can also be done as a whole-class activity. Draw attention to ‘To make sure that ...’ on the slide. Elicit an idea for one of the goals, e.g. To make sure that everyone has enough food. <p>In breakout rooms</p> <ul style="list-style-type: none"> • Put learners in small groups and give them five minutes to make a list and predict more goals. Nominate one of the learners to be responsible for making the list. <p>As a whole class</p> <ul style="list-style-type: none"> • Elicit ideas from as many learners as possible and make a list as a class.

3. Gap fill (15 minutes)	<ul style="list-style-type: none"> • Share your screen to display the online worksheet. Explain that these are the special goals but some of the letters are missing so they have to guess the missing word. • Drill any new vocabulary that comes up. • Ask 'What's goal no 1?'. Learners can type in the chat or use annotation. Ask learners to copy the goal into their notebooks. • Repeat this a few times with goal 2. Then ask the learner who gets the goal 2 word correct to be teacher. Prompt them to ask, 'What's goal 3?' • Give learners time to note down each sentence into their workbook. <p>Note: For accessibility you could ask learners who struggle with writing to take a photograph if they have access to a smart phone.</p> <ul style="list-style-type: none"> • Nominate a different learner after every couple of goals, so that more learners get the opportunity to be 'teacher'. • Depending on your learners, you could add in an extra focus on spelling, for example by using the question 'How do you spell ...?'
4. Prioritising (10 minutes)	<ul style="list-style-type: none"> • Now ask learners to find their list of predictions from the previous stage (or redisplay if you produced one as a class) and compare. • Did any learners or groups have different ideas for goals? • Ask learners to think individually and decide which three goals they think are really important and put a star next to them. Display slide 4. • Ask a few learners what they chose and encourage them to say why, e.g. 'I chose Goal 1: No poverty because ...' Then, if possible, ask learners to work in small groups in breakout rooms and tell each other what they chose and why.
<p>Lesson two (45 minutes)</p>	
5. Review (5 minutes)	<ul style="list-style-type: none"> • Elicit from learners a few of the sustainable development goals they have studied.
6. Preparation (10 minutes)	<ul style="list-style-type: none"> • Show the learners the examples of common icons using slide 5. Elicit what they represent, then elicit some characteristics: <ol style="list-style-type: none"> 1. Are they simple or detailed? 2. Do they look like what they represent? 3. Which shapes are they, or which shapes do they fit into?

	<ol style="list-style-type: none"> 4. Do they use lots of colours or one or two colours? 5. Is there any writing? 6. Are they easy or difficult to quickly recognise and remember?
7. Designing an icon (25 minutes)	<ul style="list-style-type: none"> • Tell the learners that they are going to design an icon for one or more of the goals that they thought were the most important. Brainstorm some ideas as a class. • Display slide 6. Explain that they will work individually. Ask them to draw a medium-size square or circle in their notebook and draw an icon in it. On the next page, they write what goal it is and why they think it's important. Learners who work more quickly can also do their second and/or third goal. • When the learners are ready with their icon(s), ask them to hold their notebook to the camera so that you can see their icon. They should look at each other's icons, say what they see and guess which goals they are, e.g. 'I think it's money. Is it No poverty?' • Ask a few learners at a time to show their icons, so that the other learners have a selection to guess at. Make sure as many learners as possible guess other icons as well as show their own. • When they're ready, get some class feedback from the learners. What were their favourites? Which goals were the most popular? Did anyone else do the same goals? • Show learners the official goal icons. How similar to or different from the learners' icons are they? <p>Note: If feasible, you could ask the learners to send you a scan or a photo of their icons after the lesson and make an online display of them. Next time, when you show them the display, invite learners to suggest how they could increase its visibility. Is there a way it can be shared with the school or their friends and family?</p>
8. Setting homework (5 minutes)	<ul style="list-style-type: none"> • For homework, learners could choose their favourite goal and find out more about it to tell the class next time.

	<ul style="list-style-type: none"> • Alternatively, learners can ask their family members about the goals. Do they know about them? If not, explain what they are. How many goals can their family members remember or guess?
At the end of the lesson	<ul style="list-style-type: none"> • Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. • Make sure they know how to exit the platform and wait until they all leave before leaving yourself.
Further ideas and resources	<ul style="list-style-type: none"> • The publication <i>Integrating global issues in the creative English language classroom</i> has additional ideas for creative activities to support the <i>No poverty</i> goal as well as all the other United Nations Sustainable Development Goals: https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom • The 'World's Largest Lesson' promotes the use of the Sustainable Development Goals in learning: https://worldslargestlesson.globalgoals.org/ • The UNESCO website has resources for educators for the early childhood, primary and secondary age groups, listed under each goal: https://en.unesco.org/themes/education/sdgs/material • The United Nations website has further resources for learning about the goals: https://www.un.org/sustainabledevelopment/student-resources/

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