**What are the UN Goals for Sustainability?**

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| **Proficiency Level of Tasks in This Unit:** [***This***](http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Expectations-for-Learning) ***lesson is designed for an environmental science course to introduce students to sustainability on a global level. This is meant to be an introduction for any other course also.*** |
| **Theme or Topic (s):** **Thinking of the environment and resources, what is sustainability?****What are the UN goals for sustainability, globally?** |
| **Essential Question (s):** **What is sustainability?** **What components are there to sustainability?** |
| **Learning Target for Intercultural Communication*** **Culture:**

*Intercultural* [***Can-Do Statements***](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Components/Expectations-for-Learning)* **(Optional)**

**Communication:***Interpretive, Interpersonal and Presentational* [***Can-Do Statements***](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Expectations-for-Learning) | * **Investigate:** In my own and other cultures I can investigate what sustainability means. [(page 306 of Ohio’s New Learning Standards)](http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Science/Ohios-Learning-Standards-and-MC/ScienceStandards.pdf.aspx?lang=en-US)
* **Interact:**

I can interact with others in a culturally aware way, learning about sustainability and how the UN goals apply in various places in the world.[(page 306 of Ohio’s New Learning Standards)](http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Science/Ohios-Learning-Standards-and-MC/ScienceStandards.pdf.aspx?lang=en-US) |
| **Standards and Competencies*****NOTE: You do not need to do all of these in this one lesson****Grade levels:* [***K–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_PreK-12_Standards_with_links_may9_2014.pdf.aspx)[***6–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_6-12_Standards_with_links_-9may2014.pdf.aspx)[***9–12***](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL-9-12-Standards-with-links_may9_2014.pdf.aspx) | Interpretive: Students will interpret the information found on the UN Sustainable Development Goal website. Interpersonal: students will work together on the pre-assessment to come to a conclusion on what the definition of sustainability is.Presentational: Students will share their ideas of what sustainability is during the pre-assessment. Students will share the summary of UN sustainability goals, targets, and indicators with their peers in a think, research, and share format.Intercultural: Learning about needs of people, globally. This will give students a more global perspective of people across the world. |
| **Formative Practice and Assessments:** *How/when will I check for understanding (interpretive, interpersonal, presentational, culture, vocab, grammar) and guide my instruction to ensure that students are progressing toward the learning outcomes for the unit? (IE activities, quizzes, bell ringers, games, exit tickets, etc.)**ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| 1. Students will be given a handout to complete while learning about the numerous sustainability goals developed by the UN.
2. The end goal of this lesson is for students to have a thorough overview of what sustainability is. To assure that the goal is reached, students will be formally assessed on the next test or quiz to ensure they are familiar with the goals.
3. A short answer or essay response would be best here. 2 options for assessment are below.
	1. Describe two of the UN Sustainability Goals.
	2. Choose one or two of the sustainability goals and explain how they apply differently when given profiles of students from two different countries, based upon the dynamics of each. Examples of student profiles could be found on the world of 7 billion website, here is the portion of the [document](https://drive.google.com/file/d/11Qza6UlTNvOAXDNwWX6bHLmQXbHfmjRn/view?usp=sharing) we could use.
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| **Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic of this unit? What activities will be used?* *ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| **Pre-assessment:**Introduce students to the definition of sustainability by asking what they think sustainability means. Then, ask them to chat with their neighbors about their knowledge of sustainability. Give students 5 - 7 minutes to record their response and chat with their peers. Ask groups to share their compilation of their group’s view of what sustainability means. Take notes on the information they share with the class on the whiteboard or have them report their findings on a tech tool, such as a padlet. Alternately, you could show this video about what sustainability is. <https://www.youtube.com/watch?v=7V8oFI4GYMY> |
| **Activities** *(in class, in the target language) /* **Instructional Strategies and Resources:** *Overview of helpful instructional strategies for this unit (tech integration, native/heritage speakers, students with disabilities, gifted students, career connections, etc.)**NOTE: What audio, video or text will we use throughout this unit for practice?* *ATTACH ALL MATERIALS AT END OF LESSON PLAN* |
| **Hook:**Share this sustainable development excerpt with students in some way. Options would be to read it to them, to have them read it on their own or to popcorn read. Alternately, you can also show this video to get a quick picture of the history and development of the Sustainable Development Goals. <https://www.youtube.com/watch?v=89tInECFdQ4>**“Sustainable Development****Since the 1972 UN Conference on the Human Environment the reach of sustainable development governance has expanded considerably at local, national, regional and international levels. The need for the integration of economic development, natural resources management and protection and social equity and inclusion was introduced for the first time by the 1987 Brundtland Report (Our Common Future), and was central in framing the discussions at the 1992 United Nations Conference on Environment and Development (UNCED) also known as the Earth Summit. In 1993 the General Assembly established the Commission on Sustainable Development (CSD), as the United Nations high level political body entrusted with the monitoring and promotion of the implementation of the Rio outcomes, including Agenda 21.****The 2002 World Summit on Sustainable Development advanced the mainstreaming of the three dimensions of sustainable development in development policies at all levels through the adoption of the Johannesburg Plan of Implementation (JPOI).****A process was created for discussing issues pertaining to the sustainable development of small island developing States resulting in two important action plans - Barbados Plan of Action and Mauritius Strategy. The Third International Conference on Small Island Developing States, which was held in 2014, took these processes forward and provided the SAMOA Pathway.****In 2012 at the Rio+20 Conference, the international community decided to establish a High-level Political Forum on Sustainable Development to subsequently replace the Commission on Sustainable Development. The High-level Political Forum on Sustainable Development held its first meeting on 24 September 2013. At the Rio+20 Conference, Member States also decided to launch a process to develop a set of Sustainable Development Goals (SDGs), which were to build upon the Millennium Development Goals and converge with the post 2015 development agenda.****The process of arriving at the post 2015 development agenda was Member State-led with broad participation from Major Groups and other civil society stakeholders. On 25 September 2015, the United Nations General Assembly formally adopted the universal, integrated and transformative 2030 Agenda for Sustainable Development, along with a set of 17 Sustainable Development Goals and 169 associated targets.”** \*Please note this exerpt is copied and pasted from <https://sustainabledevelopment.un.org/resourcelibrary>**Lesson:**Once students know the basis of sustainable development, then show only 1 of these videos to show what the specific goals are.Suggested for regular or advanced students. Keep in mind, this is the most inspirational version, in my opinion.<https://youtu.be/RpqVmvMCmp0>Suggested for regular or advanced students<https://youtu.be/0XTBYMfZyrM>Suggested for students with learning disabilities: <https://youtu.be/HW76iOQ7qVQ>Have students record all titles for all 17 goals in the table on their handout from the videos, together, or from the website.Once all 17 goals, targets, and indicators are recorded, have students choose one from the list they prefer to research. Have one student research the details of one or two specific goals, depending on class size and timing. They will produce a mini report to educate their peers about what each sustainable development goal means.Have students complete the following mini-project with sustainable development goals:For each goal researched, provide the name of the goal, briefly describe each target, also describe the indicator used to measure progress with that goal. Once finished, students will share their information with the class, and the class will record their notes in the correct portion of the lesson handout. **Extension options: (no materials for these, they are just ideas)**1. Look at the data over time on the website to see how much progress was made toward each goal.
2. Here is a look at what is happening in Papua New Guinea, and how the goals can be applied to different situations people are in. <https://youtu.be/3VbLIz9SaaY> This video could also be shown at the beginning as a hook. It shows why these goals are important. If this was in a global issues class or another course along those lines, you could have students compile a case study for a country, or alternately, you could provide them with a case study and ask them to identify which sustainability goals are most important to that location in the world. Offer rewards for the students that have constructed the best plans for progress based upon the needs of specific.
3. Set up a conference with someone who has worked on a sustainable development goal or project, whether directly or indirectly.
4. After developing the idea of what sustainability is, you might introduce them to the idea of sustainable development in the beginning of the lesson. Most of this lesson will incorporate information from [https://sustainabledevelopment.un.org](https://sustainabledevelopment.un.org/).
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| **Closing/Reflection Activity:** *How are students engaging with ideas from another culture? What it means for them? (in the target language). ATTACH ALL MATERIALS AT END OF LESSON PLAN*  |
| Have students complete an exit ticket at the end of their worksheet explaining what their big takeaway message is with regard to sustainability locally, but also how this applies to other places in the world. Ask students what they learned about differences in sustainability on the global level.  |