

## Global Teacher Seminar Lesson Plan

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**Name:** Luke Sundermeier

**Title:** Take Action! An Introduction to the United Nations SDGs

**Theme/Topic:** Global Issues, UN, Sustainable Development Goals, Student Action

**Introduction:** In this lesson, high school students will become familiar with the 17 United Nations Sustainable Development Goals (SDGs), consider their purpose as an urgent call for action, and seek to connect the goals to their own school and community. Students will compile (as a Google Slides presentation) documentation of daily actions that they can/should/will take to work toward achieving the goals and bettering humanity.

**Subject(s)/Grade level(s):** 10-12

**Suggested Duration of Lesson:** 2-3 x 45 minute class periods (see notes below for suggested adjustments)

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**Connection to Standards/Common Core** (1-2 standards): ODE Contemporary World Issues Content Statement 11: *Decisions about human activities made by individuals and societies have implications for both current and future.*

**Essential Questions** (1-2 questions): What are the 17 United Nations Sustainable Development goals and how are they used to promote change? How can the UN SDGs impact daily actions for individuals hoping to create a more sustainable and thriving world community?

**Learning Objectives** (2-3 objectives): Students will be able to identify the UN SDGs. Students will be able to determine how the UN SDGs are evaluated. Students will be able to identify examples of UN SDGs in their school community and actions that can be taken to work towards accomplishing them.

**Materials Needed:** Student Chromebook, Internet Access.

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**Pre-Assessment of Prior Knowledge:** Prior to starting the lesson, students should complete a Think-Pair-Share activity related to Global Goals. The teacher can adjust this activity in accordance with the amount of time available and the size of the class. For example, small groups could replace partners.

1. Whole class discussion about goals. What are goals? Why do students, athletes, career professionals make goals? How do they help motivate people and hold them accountable?
2. Think-Pair-Share: Respond to the following prompt and discussion with a partner/small group. Be prepared to share out with the whole class. Teacher will facilitate discussion.
  - a. *What global issues can be resolved by 2030? (This activity implies a prior discussion about global issues currently impacting the world)*

**Teacher-Student Interaction:** After the introduction activity, students will be directed to complete the following steps:

1. Visit <https://sdgs.un.org/goals> and browse the United Nations material about the Sustainable Development Goals. What are they? How are they implemented and how is their effectiveness assessed? Take notes and discuss findings informally with table groups.

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2. Provide copies of (or digital link) United Nations publication “170 Daily Actions to Transform Our World”. (Found Here: <https://www.un.org/sustainabledevelopment/student-resources/>) Direct students to browse the document and choose FIVE goals.
3. Working either independently or with a partner or small group, students should create a Google Slides presentation in which they identify five SDGs and one of the “daily actions” associated with the SDG from the document. In total, there should be five sections on the Google Slides presentation, one for each SDG and accompanying “daily action” chosen.
4. Students should compile a brief presentation in Google Slides to identify their selected SDGs and provide an example from the “daily actions” document of how they can/will/should work toward their chosen SDGs. When possible, students should include images/photos of the daily action to include as documentation of how others can work toward the common goals.
  - a. For example, students might show a photo or document about their school recycling program to demonstrate local work being completed towards SDG 12: Responsible Consumption and Production.
5. Each group will briefly present their Google Slides presentations to the class and answer questions about how they chose to incorporate the SDGs and daily actions.

**Closing Activity:** *Teacher will facilitate the presentations and discussions while redirecting groups as needed. The conversations should center around the idea that the SDGs are goals and accomplishing them can be broken down into smaller steps. Thus, students are empowered to take ownership and action. Furthermore, the teacher can reiterate the importance of the compounding nature of these daily actions.*

**Post-Assessment:** *After completing the Google Slides assignment and presentation, students will be asked to respond individually to the following writing prompt:*

*If you could create an 18th SDG, what would it be and why is it needed?*

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**Reflection:** By engaging with the SDGs and corresponding UN resources, students will better understand the interconnected nature of the world. They will analyze how multiple cultures work toward common goals and look for similar goals and motivations instead of focusing on their differences.

**Resources:** <https://www.un.org/sustainabledevelopment/>

“170 Daily Actions to Transform Our World”. (Found Here: <https://www.un.org/sustainabledevelopment/student-resources/>)

**Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):** Teachers could adjust the number of goals addressed or “daily actions” to connect in their implementation of the lesson. Teachers could also adjust the expectations for the Google Slides presentation to include additional skills like formatted citations.

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Additional information about how progress is measured can be found via this TED Talk:

*TED Talk: Michael Green, "The Global Goals We've Made Progress on and the Ones We Haven't"*

[https://www.ted.com/talks/michael\\_green\\_the\\_global\\_goals\\_we\\_ve\\_made\\_progress\\_on\\_and\\_the\\_ones\\_we\\_haven\\_t?language=en](https://www.ted.com/talks/michael_green_the_global_goals_we_ve_made_progress_on_and_the_ones_we_haven_t?language=en)

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**Examples:**