

Title: Botswana's Progress Toward United Nations Sustainable Development Goals (SDGs)

Global Competence Connections: Examine local, global and intercultural issues, Understand and appreciate the perspectives and world views of others

Overview: In this lesson, learners analyze maps, data, graphs and a United Nations / Government of Botswana publication. Learners determine Botswana's overall SDG progress and conduct more in-depth research on progress on a specific SDG. Findings are shared in a class "summit" and a summary communicated in a Canva social media graphic.

Objectives:

- To analyze maps, data, graphs and publications.
- To determine Botswana's progress toward achievement of the United Nations Sustainable Development Goals (SDGs).
- To summarize Status to date, Key interventions, Challenges remaining and Key lessons learnt relative to SDGs 1,2,3,5,9 or 17 by creating summarizing notes, participating in a class "summit" and creating a Canva social media graphic.

Grade Level: 9

Time: 4 class periods, if no pre-teaching necessary

Required Materials:

- Internet access: <https://botslessons.weebly.com>
- Botswana's Progress Toward the U.N. SDGs Google Doc
- *Botswana National Voluntary Review on Sustainable Development Goals 2017* PDF
- Canva for Education

Minnesota Social Studies Standards - 9-12 Geography

Substrand 1: Geospatial Skills

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

Benchmark 9.3.1.1.1

Use tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems.

Benchmark 9.3.1.1.2

Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.

Substrand 2: Places and Regions

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

Benchmark 9.3.2.3.1

Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

Substrand 3: Human Systems

Standard 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

Benchmark 9.3.3.5.2

Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions.

Benchmark 9.3.3.5.3

Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables.

Suggested Procedure:

Before Day 1

1. Pre-teach any necessary concepts. The United Nations Sustainable Development Goals (SDGs) are typically included in the Intro and/or Economic Geography Units of a high school Human Geography course.

Day 1

2. Introduce learners to the Weebly site and inform them that the materials for this lesson are paperless.
3. Introduce the Botswana's Progress Toward the U.N. SDGs Google Doc. Demonstrate how to navigate the SDGs Index and Dashboard Report 2019 to access country information.
4. Circulate and provide assistance as learners work on the Botswana's Progress Toward the U.N. SDGs Google Doc.
5. Learners will be assessed informally based on their Botswana's Progress Toward the U.N. SDGs Google Doc.

Day 2

6. Assign or have learners choose SDG 1,2,3,5,9 or 17 to focus on for more in-depth research.
7. Introduce learners to the *Botswana National Voluntary Review on Sustainable Development Goals 2017* PDF. Learners should read and create summarizing notes on their SDG focusing on Status to date, Key interventions, Challenges remaining and Key lessons learnt.
8. As they work, learners should highlight, underline or * terms and/or concepts that are unfamiliar to them. These will be discussed as part of a class summit.
9. Circulate and provide assistance and feedback on summarizing notes as learners work on the Botswana's Progress Toward the U.N. SDGs Google Doc.
10. Learners will be assessed informally based on their summarizing notes.

Day 3

11. Facilitate a class summit to discuss and clarify learner findings. Clarify any terms and/or concepts that learners have questions about. Brainstorm a list of what learners learned about Botswana's economic and social development in the course of their research.
12. Learners will be assessed informally based on their participation in the class summit.

Day 4

13. Introduce learners to Canva and examples of social media graphics from the site. Each learner should create a Canva account using their Google login (or other options as you will see on the Canva site.)
14. Learners should use their summarizing notes and any other resources available to design a Canva Social Media Graphic (choose from the Social Media category on Canva) that could be used by Botswana's government to raise awareness and/or promote action among Botswana related to their assigned SDG. They should focus on something they learned about the current status, a key intervention or a challenge remaining. Before making a decision on which aspect their social media graphic will focus on, they should conference with other learners who also focused on the same SDG to prevent idea duplication.
15. Provide class time for learners to work on their Canva graphic or assign as homework. When finished, learners should e-mail their graphics to the teacher as JPGs (Download Image: for Web [JPG])
16. Post learner graphics to a class web page, blog, Facebook, Twitter or Instagram, etc. account or make color copies to be posted around the classroom or school.
17. Learners will be assessed formally based on the Canva Social Media Graphic. See the Canva Social Media Graphic Rubric on the Weebly for details.

Extensions:

- Teacher sharing of resources and additional insights gained through Fulbright DAT Inquiry Project in Botswana.
- Supplement with additional information gleaned from Resources page on Weebly.
- Access information for additional countries from the SDGs Index and Dashboard Report 2019. Compare and contrast their progress to that of Botswana.

Assessment:

- Informal: Botswana's Progress Toward the U.N. SDGs Google Doc, participation in class summit
- Formal: Canva Social Media Graphic

Credits:

Sara E. Damon
Stillwater Area High School
5701 Stillwater Boulevard North
Stillwater, MN 55082
damons@stillwaterschools.org