

Title: Global Dialogue and SDG Action Plan

Global Competence Connections: Examine local, global and intercultural issues, Understand and appreciate the perspectives and world views of others, Engage in open, appropriate and effective interactions across cultures, Take action for collective well-being and sustainable development

Overview: In this lesson, learners prepare for, participate in and reflect on a global dialogue focused on the United Nations Sustainable Development Goals (SDGs). In addition, learners make a plan for individual and collective action on a chosen SDG.

Objectives:

- To understand what the United Nations Sustainable Development Goals (SDGs) are and why they are important.
- To connect the United Nations Sustainable Development Goals (SDGs) to individual and societal action.
- To participate in a respectful dialogue with global peers.
- To translate United Nations Sustainable Development Goal (SDG) awareness into action.

Grade Level: 9

Time: 7 class periods, if no pre-teaching necessary

Required Materials:

- Internet access: <https://botslessons.weebly.com>
- Botswana-U.S. Learner Dialogue handout (1 copy per learner)
- SDG Action Plan Google Doc
- Learner headphones or earbuds

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, with the exception of the Botswana-U.S. Learner Dialogue handout and SDG Action Plan handout.
3. Introduce learners to the Botswana-U.S. Learner Dialogue handout. Inform them that the first step in the dialogue process will be preparatory research. Either together as a class or individually, learners should view and read:
 - How We Can Make the World a Better Place by 2030 TED Talk
 - Homepage for U.N. Sustainable Development Goals
 - Why the SDGs Matter
4. Facilitate a class discussion of the TED Talk, website and article. Provide an opportunity for learners to discuss what they learned and to ask any questions they may have.
5. Preview Day 2: Respond to Questions so that learners can begin thinking about their response.
6. Learners will be assessed informally based on their participation in class discussions and formally based on their Flipgrid Video and SDG Action Plan. Review the Flipgrid Video and SDG Action Plan rubric found on the Weebly.

Day 2

6. Circulate and provide assistance as learners work on Day 2: Respond to Questions.
7. During the last 15-20 minutes of class, provide an opportunity for learners to complete Step 3: Gather Peer Feedback.
8. Homework: Edit responses based on peer feedback, practice reading response loudly and clearly.

Day 3

9. Each learner should record their Flipgrid video. Choose a location with good lighting and without ambient noise.

TBD - Days 4 through 7

10. As a group, view the Flipgrid videos recorded by the Botswana learners.
11. Facilitate a discussion on the Flipgrid videos. What did learners learn about their global peers? About the issues they are interested in and concerned about? About the roadblocks? About the suggested actions? How are they similar to and different from the U.S. learner videos?

12. Inform learners that each learner should respond on Flipgrid to at least one Botswana learner Flipgrid video. Learners can share opinions on the SDGs chosen, roadblocks and/or actions discussed.
11. Introduce learners to the SDG Action Plan Google Doc. Either together as a class or individually, peruse the SDG Action Plan resources provided on the Weebly site. Learners should explore these resources in depth to access ideas for both individual and collective action.
12. Circulate and provide assistance as learners work on their SDG Action Plan.
13. Facilitate a class discussion of the SDG Action Plans. Are their chosen actions SMART (Specific, Measurable, Attainable, Relevant and Time-bound)? Learners should edit their SDG Action Plans based on feedback garnered from this discussion.
14. Share SDG Action Plans with the Botswana learners via Flipgrid, e-mail or WhatsApp. Encourage the Botswana learners to complete and share SDG Action Plans as well.
15. Learners will be assessed formally based on the Flipgrid Video and SDG Action Plan. See the Flipgrid Video and SDG Action Plan rubric on the Weebly for details.
16. Share periodic SDG Action Plan updates with the Botswana learners via Flipgrid, e-mail or WhatsApp.

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.
- Dialogue with global peers on other topics and/or in other countries.

Assessment:

- Informal: Participation in class discussions, Botswana-U.S. Learner Dialogue handout
- Formal: Botswana-U.S. Learner Dialogue Flipgrid Video, SDG Action Plan

Credits:

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