The Sustainable Development Goals

Important – please read

This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons, and the accompanying PowerPoint has been designed to support the lesson activities. There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic
The 17 Sustainable Development Goals

Aims

- To predict and raise awareness of world issues and the Sustainable Development Goals
- To build learners’ vocabulary for describing world issues and solutions
- To prioritise and encourage justification of choices
- To develop creativity and design skills

Age group and level
Primary (8–12 years)
CEFR level A2 and above

Time
60–90 minutes approximately or two shorter lessons

Materials

The teacher will need:
- the accompanying PowerPoint
- images showing key world issues, as appropriate for your learners (optional, to display – stage 1)
- worksheets A and B (stage 3, see Before the lesson below)
- official goal icons, available from https://www.globalgoals.org/resources (to display – stage 4)

The learners will need the worksheet sent to them by the teacher, a pen or pencil and paper or a notebook.
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

<table>
<thead>
<tr>
<th>Before the lesson</th>
<th>Prior to the lesson, or during the previous lesson, send half the learners worksheet A and half the learners worksheet B. They should either print it out or make sure they know how to open it.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Before you start the lesson:</td>
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<tr>
<td></td>
<td>- Test your microphone and camera to make sure they work.</td>
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<td>- Make sure that you have the accompanying PowerPoint open and shared.</td>
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<td>At the start of the lesson</td>
<td>Welcome the learners as they arrive:</td>
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<tr>
<td>slide 1</td>
<td>- Check that you can all hear and see each other.</td>
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<td>- Check that they can see the first slide.</td>
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<td>- 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.</td>
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<td>Tips:</td>
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<td>- 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.</td>
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<td>- 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.</td>
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| 1. Introducing the topic (5 minutes) | • 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.
  
  - 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. |
| 2. Awareness raising and prediction (15–20 minutes) | • 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.
  
  • 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**.
  
  - If working in breakout rooms, 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.
  
  - If working as a whole class, elicit ideas from as many learners as possible and make a list as a class. |
| 3. Information gap and prioritising (20–30 minutes) | • Ask learners to find the worksheet you sent them before the lesson.
  
  - If they weren’t able to print it out, they can just have the document open.
  
  - If they’ve lost it, send it to them again via the chat, if possible. If not, they can work alongside another learner later on.
  
  • Ask who has worksheet A and who has worksheet B. Looking at slide 4, elicit the dialogue and what the learners need to do to complete the information gap activity.
  
  - A: **What’s Goal 1?**
  
  - B: **No poverty. What does Goal 1 mean?**
  
  - A: **To make sure that everyone has enough money to live.**
  
  • Check they understand that they need to write the answers on their worksheet. If they have the worksheet open electronically, they can just write the gapped word
in their notebooks with the goal number, i.e. a learner with worksheet A would write 1. poverty, and a learner with worksheet B would write 1. money.

- Depending on your learners, you could add in an extra focus on spelling, for example on the question How do you spell ...? Or the pronunciation of letter names.

- Again, this activity works best in breakout rooms, but it can also be done as a whole-class activity.

- If working in breakout rooms, put learners in pairs (worksheet A and B) or threes if you have an odd number or if a learner without a worksheet needs to work alongside another.

- While you monitor, make notes of any language questions and clarify once back as a whole class.

- If working as a whole class, those with the same worksheet take turns to ask and answer, or ask everybody to speak chorally. Clarify any language questions.

- 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 on their worksheet. 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.

### 4. Designing an icon
**(20–30 minutes)**

*slides 6, 7, 8*

- Show the learners the examples of common icons. Elicit what they represent, then elicit some characteristics:
  - Are they simple or detailed?
  - Do they look like what they represent?
  - Which shapes are they, or which shapes do they fit into?
  - Do they use lots of colours or one or two colours?
  - Is there any writing?
  - Are they easy or difficult to quickly recognise and remember?

- 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.

- Explain that they will work individually and they need to keep their icons secret! 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.

- The next activity works best in breakout rooms, but it can also be done as a whole class activity. 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?’

  - If working in breakout rooms, put learners in groups for the activity. If you have time, you could change the groups a few times so that learners get to comment on more of the other learners’ icons.
  - If working as a whole class, 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?

- 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?

### 5. Setting homework (5 minutes)

- For homework, learners could choose their favourite goal and find out more about it to tell the class next time.

- 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 slide 9

- 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

- The publication *Integrating global issues in the creative English language classroom* has additional ideas for creative activities to support the No poverty goal as well as all the other United Nations Sustainable Development Goals:
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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