

Lesson Plan: AoP 'Introducing a new topic: The Sustainable Development Goals'

Date:	October	Time:	25 minutes
Class Group:	UG Year 2/PME Year 1	Number of students:	~ 30
Subject:	Global Citizenship Education	Topic:	Sustainable Development Goals
Lesson Number:	1	Length of Lesson:	25 minutes

Prior knowledge and experience:

Students may be aware of some of the challenges/issues of our time (poverty, climate change, energy etc.) as reflected in the SDGs. Students may have encountered or heard about the SDGs through engagement with second-level school subjects. They may have encountered SDGs through volunteer work, employment, or engagement with NGOs. [Note: Abridged version of prior learning – specifically related to the Introduction of the lesson.]

Learning Outcomes:

Students shall consider the implications of the SDGs for their day-to-day living [Note: consider links to your learning outcomes as listed in your subject specification].

[Note: Links to Junior Cycle Statements of Learning:

SOL 9: The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him.

SOL 10: The student has the awareness, knowledge, skills, values and motivation to live sustainably.

SOL 18: The student observes and evaluates empirical events and processes and draws valid deductions and conclusions.

SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.

SOL 8: The student values local, national, and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.

Learning intentions	Success Criteria	Assessment
Students will be to: - Describe each of the SDGs (cognitive). (C, SW, R, AW) - Appreciate the importance of work/actions to address the SDGs. (MM, SW, WWO, R, CO, RS, AW)	- List each SDG. - Describe what issue/challenge each SDG encompasses. - Consider how the SDGs relate to the challenges/issues as identified by students. - Express their own feelings/sentiments/values in response to the SDGs. - Identify actions at a personal, local, and national level to respond to the SDGs. - Discuss how Ireland plans to address the SDGs.	- Use of the cards/post-it for Activity 2. - Teacher observation of engagement with prompts for activity 3 (feelings/sentiments/values in response to the SDGs). Are the students engaged in discussion of the prompts? Are all members contributing?

Key skills (KS) abbreviations	Wellbeing Indicators
BC: Being Creative	A: Active
BL: Being Literate	R: Responsible
BN: Being Numerate	CD: Connected
C: Communicating	RT: Resilient
MI&T: Managing Information and Thinking	RS: Respected
MM: Managing Myself	AW: Aware
SW: Staying Well	
WWO: Working with others	

Resources:
Sustainable Development Goals cards Photographs Post-It Notes/Cards Power Point Slides

Time	Teaching and Learning	Assessment
	Introduction	
0-5	Activity 1: What are the big challenges of our time? Students are asked to jot down on a post-it responses to this focus question. Students shall be invited to share their responses. How do the challenges identified compare with the SDGs? Students shall be invited to share their responses to the whole group.	Students volunteer or teacher selects a number of students to share their responses verbally, thus sharing some prior knowledge of the area.
6-18	Note: Consider student motivation and engagement. Make connections to prior knowledge, including potential everyday knowledge. Highlight the history of the content, identify its relevance.	Group response to the prompt questions.
19-25	Activity 2: Learning to look: Critical and Visual Literacy. (Respond, Interpret and Feedback, Relate and Reflect). Students are divided into groups of 5. Each students selects an SDG and an image that reflects the SDG. Students are asked to respond to the prompts (Respond as a Group: Select an SDG goal; Choose an image that reflects the SDG. Describe the image selected. Discuss the key themes or narrative in the image. Interpret and Feedback: Justify and discuss your reasons for selecting the image to reflect the SDG. Relate and Reflect: How could you use this image as a resource to explore human rights, social justice or environmental themes in your subject area. Teacher circulates each group checking for any misinterpretation or misunderstanding of the task.	
26-30	- Note: As the teacher can your prompt and probe – supporting deeper engagement. - Activity 3: Students are asked to share their feelings/sentiments/values in response to the SDGs? Students shall be invited to share their responses to the whole group. - Share learning intentions (LIs) – display clearly to the students. Clearly outline aspects of key skills and well-being that will be covered in the class – related to the Lis. - If time permits, co-create success criteria relative to these Lis with students.	Students volunteer or teacher selects a number of students to share their responses.