Teachung Unit 1 – Sustainable Development Goal 8 versus Sustainability

Lesson Plan

Imprint

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Vocation/Course:	Teaching Unit 1
Curriculum:	
Learning environment:	Classroom Setting or Online Class
Title:	Sustainable Development Goal 8 versus Sustainability
Extent (hours):	6 Lessons
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Situation (Political problem/conflict):

The students face a fictional scenario in which their friend is part of the United Nations commission responsible for the SDGs. Next week she has to present the SDGs in front of the general assembly to promote actions against climate change and asks the students for help. During the preparations the students notice, that many experts criticize SDG8, which aims at economic growth, stating that it is a major thread for a sustainable development

Outcome (product/solution):

The students have to create a presentation for the general assembly including a new concept for SDG8, which should include a balance between „decent work" and a sustainable economy. They should come up with a new title, logo and a description.

Topics covered:

1. Information:
   • Research on Sustainability, SDGs, Economic Growth, Post-Growth-Strategies, Stakeholders
     -> supported by documents, links and videos

2. Planning:
   • Creating a mind-map for the elements that should be part of the concept
3. Decision Making:
   • Selection of the elements of the mind-map based
4. Execution
   • Creation of the concept, including a description of the new SDG8, a logo, title or promotional material
5. Feedback
   • Evaluation of the concept after the presentation
6. Reflection
   • Discussion within the group after the presentation

School-based specifications:

• The six working steps can be implemented in six school lessons of 45 or 90 minutes

• Phase 1 and 4 might take more time, whereas phase 2 and 3 could be done within one lesson, as well as 5 and 6

• The working steps can be done individually or in groups. For groups it is recommended to plan 90 minutes for each working step, since more time is needed for group discussions
• At least for the first step (information phase) access to the internet is needed. Schools who are not able to provide this, could do this first step as homework
• All steps can also be implemented as online-classes
• If not indicated otherwise all documents should be printed one time for each group

Indications online teaching:

All activities planned in this learning unit can be implemented online through individual work or group sessions.

Phases of complete action	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
	Students …					
Information *Students analyse the situation/ problem/conflict considering a possible outcome*	Gain the ability to analyse a political process	• Get a multiperspective view on a complex topic • Strenghten their skills of discussing a complex task with others	• Introduction to the topic of sustainability and the SDGs • Conflict between economic growth and sustainability • SDG8	• Handout of the guiding document • Presentation • Creation of the groups • Handout of the document with information and links	(1) Guiding Document (2) Power Point Presentation (3) Initial Video	The groups of students get together and agree on a common understanding of the task
Planning *Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.*	• Learn to discuss alternative approaches towards a political topic	• Learn how to plan a group work with different steps	• Conflict between economic growth and sustainability • SDG8	Group work on creating a document based on a template with a mind-map	Planning Document (page 12 of the Guiding Document (1))	Completing the first part of the worksheet for planning

Decision making *Students choose a plan/schedule and determine responsibilities and results*	• Learn to decide between alternative approaches towards a political topic	• Learn how to agree on a plan for a group work with different steps	• Conflict between economic growth and sustainability • SDG8	Group work on creating a document based on a template	Planning Document (page 12 of the Guiding Document (1))	Completing the second part of the worksheet for planning
Execution *Students execute the plan and collect further information for implementation*	• Learn how to summarize a complext topic with few words	• Learn how to convert a concept into a presentation	• Conflict between economic growth and sustainability • SDG8	Group Work to create a presentation, following the plan created beforehand	Presentation created by the students	Creation of a presentation adressing the initial problem
Feedback *Students assess outcome according to fixed quality criteria*	• Learn how to present and communicate about a complex political topic	• Strenghten their presentation and communication skills	• Conflict between economic growth and sustainability • SDG8	Presentation in front of the class with a discussion afterwards	Presentation created by the students	Presentation of the group work in front of the class
Reflection *Students reflect on implementation, pros and cons of plan as well as gained competences*	• Learn how discussions about political topics might affect one own perspective	• Get to know methods to reflect a process of group work	• Conflict between economic growth and sustainability • SDG8	Individual Work on the reflection document Group Discussion	(6) Template for Group Reflection (page 14 of the Guiding Document (1)) -> one version for each student	Filled out document for reflection and group discussion about the results