

*Creating an ECO online Natural Fit Virtual Programs to Prepare Students for
boosting 21st century Skills 4 the Future (UNITY)*

2021-1-SE01-KA220-SCH-000032448

*STE(A)M-focused PBL for transferring 2021st skills for fighting against
climate change*

**LESSON PLAN:
I TELL MY STORY THROUGH THE SUSTAINABLE DEVELOPMENT GOALS–
SDGS, 2030 NU AGENDA**

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Lesson procedure:

Date:	__10 / __05 / __2022__
Teaching staff:	Mr/Mss/Ms
Term:	2022-2023
Week:	2
Year Level:	Primary
Time/length	9 hour.
Key Learning Area:	Use of soft skills for climate change and blending interdisciplinary subjects, including italian, science, maths, art and social studies.
Topic/focus:	Understanding how much each of us has a fundamental role in environmental sustainability
Lesson Name: I tell my story through the Sustainable Development Goals– SDGs, 2030 Agenda	
Foreseen Outcomes:	
At the end of this lesson, students will be able to:	
<ol style="list-style-type: none"> 1) Students will understand the importance of everyone's action for the sustainability of the planet. The self-narration of their own experience of sustainability, even if small, will give them the importance of cooperation for a common result. 2) Students will be able to graphically represent and describe the different goals of the 2030 agenda through their personal experiences and experiences. 3) They will be able to improve that set of personal, cognitive, social, and individuals skills that improve the abilities to face the daily challenges of life, taking on the challenges to themselves and others with confidence in their abilities with a positive and constructive attitude towards a use resource aware. 	
Lesson Description:	
<p>Lesson 1) Presentation of the 2030 Agenda and the commitment of the supporting states. Graphic presentation and meaning of the individual goals. Indications will be given for the viewing-research at home of videos concerning the meanings and commitment of the various states in the 2030 Agenda.</p>	
<p>Lesson 2) Comparison and discussion of the meanings and contents and insights done at home (flipping) and their return to the class group. Choice of an objective of the 2030 Agenda that represents a personally lived experience. Writing an autobiographical text of the experience lived in relation to the chosen goal.</p>	

Lesson 3) Presentation and reading of the written text to the class.
Graphic representation, on the iconic model of the 2030 Agenda, of the goal described in the text.
Construction of a poster containing all the drawings of the children on the Agenda 2030 model. Collective reflection of how much sustainability is not just a general environmental factor and far from each of us but passes from an integrated approach through and above all small and concrete actions that each can put in place.

Pre-requisites to this lesson plan (not applicable):

Length (Lesson procedure):

This lesson will take 3-4 hour, which also includes interdisciplinary learning.

Depending on how to implement the planned lesson, the teaching shall need some materials, including videos, comics and papers. The teaching staff shall follow the following steps to implement the lesson successfully:

Common Core State Standards:

The teacher shall connect and correlate the lesson with the national syllabus and or program, which shall incorporate the lesson with national program.

Enduring Understandings:

Students will understand the importance of everyone's action for environmental sustainability and how essential dimension and cooperative action are for safeguarding the environment.

Essential Questions:

- ✓ Why a document signed by 193 nations?
- ✓ How can we bring it into our daily life?
- ✓ Is there a relationship between our behaviors and the goals of the 2030 Agenda?

Before the lesson implementation, the teaching staff shall brainstorm the above questions with the colloquies at the same school.

Case section:

1)The teacher proposes a common reflection on the correlation between the objectives of the 2030 Agenda.

2)The teacher proposes the SDGame game focused on SDGs (Sustainable Development Goals). The game is configured as a scoring challenge: each participant, in fact, indicates his place of origin and by playing he contributes to the total score of his territory and to the positioning in the general ranking. A game developed in three versions: regional, national or international.

3) The teacher proposes the reflection of how much the objectives differ also according to the geographical location, this location helps to define an incisive strategy.

Skill focus:

During the lesson, Cognitive Skills, Decision Making, Flipped classroom, Problem solving, Creative Thinking and Interpersonal Skills will be the focus.

Content:

The content of the unit is based on disciplinary or subject area concepts.

Building knowledge through learning by doing, peer tutoring, flipped classroom and cooperative learning.

Ratings: Grids will be structured for the systematic observation of learning and structured for diagnostic, formative and summative evaluations. Compilation grids will be prepared for self-assessment by pupils.

Evidence of Student Learning:

The learning tests will consist of systematic observations, construction of tables and self-evaluation questionnaires.

Texts/Resources:

<https://www.youtube.com/watch?v=1BEFsFgtWh0>

<https://www.youtube.com/watch?v=PRtDULHFp3c&t=4s>

<https://wordwall.net/it/resource/8810626/agenda-2030>

<https://gisaction.com/2021/10/12/gioco-sviluppo-sostenibile/>

<https://www.aics.gov.it/home-ita/settori/obiettivi-di-sviluppo-sostenibile-sdgs/>

Learning Activities:

A series of tasks that the student will undertake during the lesson. The activities are based on what students need to understand and be able to do for performance and are aligned with the standards defined as "I tell myself through the 2030 agenda", and the essential questions defined in the "Case Section"

Teachers need to create a stimulating and flexible learning environment for students. Here the teacher uses:

Heating: proposes stimuli and materials for autonomous research at home in order to socialize, deepen and systematize knowledge together at school.

Practice: the teacher organizes a demonstration / modeling (I do-we-you do)

Study / Rehearsal / Workshop (students engage in creation / play / design / restitution).

Clean-up: In this context, the teacher does not take on the role of leading actor, he rather becomes a sort of facilitator, the director of the didactic action.

Presentation of Work

Suggested Extensions:

Students will be able to deepen the experiences studied through research by national and international organizations and associations in charge of reporting the activities undertaken by individual nations. Future research on how much the recent Covid 19 pandemic has affected the planned actions could also be promoted.