**Activity Plan**

|  |  |
| --- | --- |
| **Title:** | 3. Learning the UN Sustainable Development Goals (SDGs) |
| **Learning Outcome** | | |
| 1. Students will be able to identify global connections to local concerns. | | |
| **Materials, Supplies, Equipment, References, Technology, and other Resources:** | | |
| * SDGs video: <https://www.youtube.com/watch?v=0XTBYMfZyrM&t=3s> * Computer/projector and internet access | | |

|  |
| --- |
| **Activity Plan:** |
| Bell Ringer (beginning of class) Activity: Ask students to work with a partner and list local problems or issues in their community. |
| Introduction: Explain how local problems or issues can be linked to global concerns and that learning about the UN’s Sustainable Development Goals can help us see the global nature of local problems, which can then help us find solutions. |
| Show the one-minute video overview of the SDGs: <https://www.youtube.com/watch?v=0XTBYMfZyrM&t=3s> |
| Put students into 1 to 3 groups to play jeopardy. Bring up the game: <https://jeopardylabs.com/play/the-united-nations-and-sdgs> |
| Facilitate the jeopardy game to see how much they know about the SDGs. |
| Closure: Have students return to their list of local problems or issues and categorize these by the SDGs. Optional: discuss how your industry connects to the SDGs. |

|  |  |
| --- | --- |
| **Additional Assignment:** | Have students select one of the SDGs to research further and write a paragraph about how it connects to a local community problem or issue.  OR  Have students conduct a web search and create a list of industry problems or issues. When they bring their list back to class, have them partner with someone and determine which SDGs those issues are connected to. Discuss how the industry is internationalizing or becoming more sustainable. |