**Activity Plan**

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| **Title:** | 5. Robin and the Tilapia |
| **Learning Outcome** | | |
| 1. Analyze situations for sustainability. | | |
| **Materials, Supplies, Equipment, References, Technology, and other Resources:** | | |
| * Robin and the Tilapia SDGs Handout * Ability to project Robin & Tilapia animation video * Current event information (news article or topic already being investigated in class) | | |

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| **Activity Plan:** |
| Bell Ringer Activity (beginning of class): Have students read through the UN Sustainable Goals (SDGs) handout. |
| Introduction: Explain that you will be analyzing a current event in your content area for its global implications by using the UN’s Sustainable Development Goals. Explain that we’ll do one example together. As students watch a short video, they should think about the SDGs. |
| Show the Robin & the Tilapia animation video. |
| Give students time to work in teams to think about the global challenges connected with Robin’s tilapia story. Have students consider these questions:   * Which Sustainable Development Goals relate to those challenges? Select all that you think apply. * Consider, do you think ordering meal kits is a sustainable practice? Why or Why not? |
| Based on their discussions, ask students to share their thoughts about the global challenges. |
| Ask students to now turn to the current event from class (news article or topic already being investigated in class). Again in small groups, have students consider the global challenges connected to the situation. |
| Closure: Ask students to share their thoughts or ideas about the global connections to the current event discussed. |

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| **Additional Assignment:** | Expand the research component of the current event by having students investigate how the current event is perceived in other countries through online sources. Ask them to then present the current event to the class as it was presented in the United States, and then the perspective from the other countries researched. Make sure students know how to find and use legitimate online sources.  OR  Ask students to watch the local news or read a local paper and find another event/challenge in their community that connects to a global challenge. Ask students to share what they watched or read at the next class and discuss how it connects to global challenges. |