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| ACTIVITY PLAN | | | | |
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| **Theme** | **Subtopic** | **Activity Title** |
| Collaboration and Communication in EcoSTEAM Projects | Effective Environmental Communication and Advocacy | Sustainable Development Goals |

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| Introduction part (or activity overview) |
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| **Introduction part (or activity overview)** | An activity aimed at familiarizing students with the Sustainable Development Goals set forth by the member states of the United Nations, which recognize that the eradication of poverty and other deprivations must proceed in conjunction with strategies that improve health and education, reduce inequality, and encourage economic growth – all while addressing climate change and striving to preserve our oceans and forests. |
| **SETTING** | Classroom. |

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| Materials Needed |
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| **Materials Needed** | Notebooks and pens  Computer  Internet |

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| **Learning Outcomes** | * Will become acquainted with the Sustainable Development Goals and their importance for the welfare of society. * Students will gain an understanding of the Sustainable Development Goals and will take actions aimed at achieving a world with better welfare for all. |  |
| **Activity Contents** | Activity1: Sustainable Development Goals.  Theoretical Part (Duration: 45 minutes):  Students become acquainted with the Sustainable Development Goals (SDGs).  **Videos:**  Do you know all 17 SDGs? <https://www.youtube.com/watch?v=0XTBYMfZyrM&t=54s>  Overview: The Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.  Duration: Approx. 1.24 minutes  Narrated by a teacher, students read online at (<https://www.un.org/sustainabledevelopment/>)  Texts:  **17 Goals to Transform Our World.** <https://www.un.org/sustainabledevelopment/>  Jungtinių Tautų darnaus vystymosi logotipas  The Sustainable Development Goals are a call to action for all countries – poor, rich, and middle-income – to promote prosperity while protecting the planet. They recognize that eradicating poverty must go hand in hand with strategies that foster economic growth and address a range of social needs, including education, health, social protection, and job opportunities, while tackling climate change and environmental protection issues.  World leaders came together in 2015 and made a historic pledge to ensure the rights and well-being of every person in a healthy, prosperous planet when they adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs).  Text:  <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>  The Sustainable Development Goals represent a plan for a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace, and justice. All 17 goals are interconnected, and achieving them all by 2030 is crucial to ensure that no one is left behind.  Text:  Sustainable Development Goals. <https://lt.wikipedia.org/wiki/Darnaus_vystymosi_tikslai>  The Sustainable Development Goals (SDGs) are a set of objectives related to future international development. They were established by the United Nations, promoting these goals as international objectives for sustainable development. This program replaced the "Millennium Development Goals" program, which concluded in 2015. The SDG program is set to run from 2015 to 2030, with 17 goals and 169 specific targets to achieve those goals.  Task (Duration: 90 minutes):  Step 1: Divide students into small groups, assigning each one a Sustainable Development Goal (see Annex 1 for goal assignments).  Step 2: Each group works at computers, searches for information about the Sustainable Development Goals at the provided page, finds their assigned goal, reads the information provided, and prepares a short presentation about it.  Step 3: Each group presents their goal to the entire class, explaining its essence and importance.  Step 4: Students are encouraged to discuss how the Sustainable Development Goals can affect their local and global community, how they can be achieved, how they can contribute to the implementation of the SDGs, and how our daily activities can influence the Sustainable Development Goals.  Step 5: After analyzing the Sustainable Development Goals in groups, present arguments on which goals can be easily achieved and which ones are difficult to implement and why (Annex 2. Task. Sustainable Development Goals in the local environment).  Step 6: Present the activity conducted in step 5. |  |
| **Assessments** | Evaluation is conducted based on several criteria:   * Accuracy of information - the ability to prepare presentations on a Sustainable Development Goal and Sustainable Development Goals in the local environment, * Teamwork and collaboration. * The ability to argue in discussions.   After the presentations, students perform a verbal reflection.  Evaluation table (Annex 3). |  |
| **Key Competences** | Cognitive competence  Creativity competence  Communication competence  Social, emotional and healthy living competences  Citizenship competence  Digital competence  Cultural competence |  |
| **Connections with Eco STEAM** | Eco – understanding of ecosystem functions, sustainable use principles, and resource management.  Science – the importance of science in understanding natural processes and environmental challenges related to the Sustainable Development Goals.  Technology – explores how technology can be used to achieve environmental objectives and sustainable development.  Engineering – understanding how engineering can be applied to solve environmental and sustainability issues.  Art – used to encourage sustainable development and change people's perspectives.  Math – understanding how mathematics can be used to analyze data and formulate effective sustainable development plans. |  |
| **References** | * <https://sdgs.un.org/goals> * <https://www.un.org/sdgmediazone/> * <https://www.un.org/sustainabledevelopment/> * <https://lt.wikipedia.org/wiki/Darnaus_vystymosi_tikslai> * Vadovėlis ,,Ekonomika ir verslumas” 11 klasei. I dalis. Daiva Strielkūnienė, Danutė Bareikienė, Inga Niuniavaitė |  |
| **Notes** |  |  |

Annex 1. Sustainable Development Goals

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| 1 goal | No poverty |
| 2 goal | Zero hunger |
| 3 goal | Good health and well-being |
| 4 goal | Quality education |
| 5 goal | Gender equality |
| 6 goal | Clean water and sanitation |
| 7 goal | Affordable and clean energy |
| 8 goal | Decent work and economic growth |
| 9 goal | Industry, innovation and infrastructure |
| 10 goal | Reduce inequalities |
| 11 goal | Sustainable cities and communities |
| 12 goal | Responsible consumption and production |
| 13 goal | Climate action |
| 14 goal | Life below water |
| 15 goal | Life on land |
| 16 goal | Peace, justice and strong institutions |
| 17 goal | Partnerships for the goals |

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Source: https://am.lrv.lt/lt/veiklos-sritys-1/es-ir-tarptautinis-bendradarbiavimas/darnus-vystymasis/darnus-vystymasis-ir-lietuva/jt-darbotvarke-2030-darnaus-vystymosi-tikslai-ir-kiti- tarptautiniai-susitarimai

Annex 2. Task: Sustainable Development Goals in the Local Environment.

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| **Sustainable Development Goals in the Local Environment.** | | |
| In groups, analyze the Sustainable Development Goals and present arguments on which sustainable development goals can be easily achieved and which are difficult to implement, and why: | | |
| a) | In your school |  |
| b) | In your town |  |
| c) | In the chosen company |  |
| d) | In the country |  |
| Which Sustainable Development Goal do you think is the most important, and why? Support your answer with three arguments. | | |

Annex 3. Evaluation Table

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| Evaluation Criteria | Points | Comments |
| Ability to prepare a presentation about a Sustainable Development Goal | \_\_/2 |  |
| Ability to prepare a presentation about Sustainable Development Goals in the local environment | \_\_/2 |  |
| Teamwork and collaboration | \_\_/2 |  |
| Ability to argue in discussions | \_\_/2 |  |
| Accuracy of information | \_\_/2 |  |
| Quality of presentations |  |  |

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