



# **Train2Sustain – developing capacity to teach sustainability in VET**

Learning Activity nr. 04

## **SDG upside down**

Project number: 2020-1-FI01-KA202-066632

<b>ACTIVITY NAME</b>	A04 <b>SDG upside down</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>▪ Explain different SDG</li> <li>▪ Recognize factors and activities that harm our planet</li> <li>▪ Identify possible solutions for promoting the SDG</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>1. Explain the activity to the students (briefing)</b> <ul style="list-style-type: none"> <li>▪ Show the overview cards of the Sustainable Development Goals (SDG) to the students (they can be found in annex 1)</li> <li>▪ Explain the headstand method to the students: each group receives one SDG incl. the overview card for the corresponding SDG; the students must read the cards and then try to find examples of how we could make the situation even worse. When they have found a few examples, they put these examples into positive ways of action</li> <li>▪ The result should be an overview of how the situation around one SDG could be made better</li> <li>▪ Explain how the students should visualize their findings (examples: they could create a film, an interview, a PowerPoint/Sway presentation, a PDF, a non-digital A4 sheet,)</li> <li>▪ Divide the students into groups of 2-4 students and let them choose one SDG (all groups should choose different SDG)</li> <li>▪ Tell the students how much time they have for the tasks of this activity (see time suggestions below)</li> </ul> </li>   <li><b>2. Run the activity</b> <ul style="list-style-type: none"> <li>▪ The students sit together in groups and work collaboratively on the SDG</li> <li>▪ They use a sheet of paper, their smartphone, or their computer for visualizing their ideas</li> <li>▪ You act as supervisor and support the groups</li> <li>▪ The findings are presented to the classmates and a short discussion can be included after each presentation</li> <li>▪ This activity can be done face-to-face but also online</li> </ul> </li>   <li><b>3. Evaluation (debriefing)</b> <ul style="list-style-type: none"> <li>▪ You should evaluate the findings of the students together with them and give some additional ideas on how to change the situation</li> <li>▪ The students should reflect on their work and findings. The following questions can be used for the reflection: <ul style="list-style-type: none"> <li>○ What do you think about the problems that unfortunately still exist on our planet?</li> <li>○ Were you aware of these problems to this extent before the activity?</li> <li>○ Was it difficult for you to find actions that would support the achievement of your SDG?</li> </ul> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ Was it easier for you to find examples of actions that have negative impacts or actions that have positive impacts on our planet?</li> <li>○ What can we all do to save our planet without spending a lot of time?</li> </ul>
<b>TIME TO PLAY</b>	<p><b>Total time:</b> 120 min.</p> <p>-----</p> <p><b>Preparation time:</b> 5 min  <b>Briefing time:</b> 10 min  <b>Activity time:</b> 85 min (60 min idea finding + 25 min presentations)  <b>Evaluation time:</b> 20 min</p>
<b>INDIVIDUAL or GROUP</b>	<p>Group activity  Number of groups: according to the size of the class  Number of students per group: preferably 2-4</p> <p>Teacher's role:</p> <ul style="list-style-type: none"> <li>▪ The teacher is explaining the activity</li> <li>▪ The teacher is acting as a supervisor during the implementation</li> <li>▪ The teacher leads the presentation and discussion round</li> <li>▪ The teacher leads the reflection task</li> </ul> <p>Students' role:</p> <ul style="list-style-type: none"> <li>▪ The students elaborate solutions in their group</li> <li>▪ The students present their findings and contribute to discussion</li> <li>▪ The students reflect on this activity</li> </ul>
<b>MATERIAL FOR TEACHER</b>	<ul style="list-style-type: none"> <li>▪ Activity explanation</li> <li>▪ Overview cards for the SDG (digital or printed – can be found in annex 1)</li> <li>▪ Short example of one SDG (can be found in annex 2)</li> <li>▪ Reflection questions</li> </ul>
<b>MATERIAL FOR STUDENT</b>	<ul style="list-style-type: none"> <li>▪ Overview cards for the SDG (digital or printed – can be found in annex 1)</li> <li>▪ Reflection questions</li> </ul>
<b>LAY OUT</b>	<p>Computer, paper or other materials to visualize the findings are needed</p>