



# The world sets new goals

Teaching series from 10<sup>th</sup> grade

Topic: sustainable development and international politics



## Teaching series »The world sets new goals«

Topic: Sustainable development goals	Time: 3 x 90 minutes, 1 x 135 minutes	from 10 <sup>th</sup> grade
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Key words: sustainable development goals (SDGs), global governance, United Nations, 2030 Agenda, millennium goals

### Occasion to create this teaching series

193 states decided a common agenda in September 2015 to shape the future of the world. The title is “Transformation our world: the 2030 agenda for sustainable development goals”. The core of the 2030 agenda is 17 sustainable development goals that apply to all states. This agenda is not only ambitious but represents also a paradigm shift in many political fields. In this teaching series students will be introduced to this complex topic dealing with three goals exemplarily. The goals chosen are in direct connexion with the own environment. The teaching series does not just represent an occasion for the students to deal with their own view of the world but also to widen the sight to rapid global development.

### Brief description of the teaching series

The teaching series comprises four teaching units. The result of the teaching series is a 45-minute presentation on the three SDGs II food security, X reduce inequality and XVI peaceful and inclusive societies. For it there will be three groups during the process of the teaching units. The highlight of the teaching series is the visit of the international youth delegation in the third teaching unit. The course of the teaching series can be seen in the overview of the teaching series “The world sets new goals”. The detailed descriptions of every teaching unit are included in the next pages.

### Goals/Competences

The objective of the teaching series is to sensitize students about the implementation of the SDGs. Through work in the expert groups they will learn about the SDGs and will deepen into a discussion with the members of the group. During the visit of the international youth delegation it is not just about intercultural competences but also about a transfer of the knowledge acquire until that moment into a special discussion situation. The elaboration and presentation of the posters instruct method competences and presentation techniques.

### The international youth delegation comes to visit

In January 2017 six young adults travel from the terre des hommes project regions through Germany. On the basis of the three SDGs II food security, X reduce inequality and XVI peaceful and inclusive societies they will discuss with students about the transformation of the world. The international youth delegation will be accompanied by multipliers of the development political education. For further information about the tour you can contact us:



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Overview of the teaching series »The world sets new goals«		
Teaching unit	Durati- on	Contents
UE I	90‘	Presentation of the sustainable development goals (SDGs). After an introduction of the topic there will be an open question and a quiz on the predecessor of the SDGs, the millennium development goals (MDGs). The students will dedicate the units to learn the complex topic of SDGs and the concept of sustainable development as well as which stakeholders should implement the SDGs. Each tandem team creates a learning product and presents it to another team that did not learn about it.
UE II	90‘	The SDGs II food security, X reduce inequality and XVI peaceful and inclusive societies will be examined in depth. For this purpose the class will be split into three groups, the so-called SDG expert groups. Each of these groups gets to know one SDG, identifies important and interesting aspect for them and reflects about measures that could implement the SDG. The students have to deal with the implementation goals of the international community. The result of the teaching unit is a poster of each expert group in which the group itself determines the most important aspects to every topic and recommendations for measures in that field.
UE III	135‘	Visit of the international youth delegation: the students and the three young visitors exchange in plenum and in those three SDG expert groups. They will fall back to the results of the teaching unit II. The result of the teaching unit III is a learning product, e.g. a poster, which will create each SDG expert group together with the international guests.
UE IV	90‘	The SDG expert groups prepare the presentation of their learning project from teaching unit III and present it in front of the class. There will be feedback given on the visit of the international guests and the teaching series. Furthermore the class or the SDG expert groups will identify recommendations of operation that are effective to fulfil the SDGs. This will be achieved through the place mat method.

Overview teaching unit III »SDGs worldwide«				
	Phase	Durati- on	Content and methods	Material
KG	Introduc- tion	20‘	Illustrate procedure and objectives of the teaching unit. Presentation of guests from the international youth delegation	Guidelines teaching unit III »SDGs worldwide«
GA	Group dis- cussion	45‘	The students discuss in their expert groups with one of the three members of the international youth delegation	
GA	Group work	45‘	Creation of a learning product on SDG II, X and XVI with the international guest	Material for the learning product
KG	Conclusion	25‘	Collective reflexion on the visit. Outlook on the last teaching unit of the teaching series, teaching unit IV	

This teaching unit is focused, on the one hand, on the countries that we know as developing or emerging. How is the implementation of the SDGs going on there? Three international guests will discuss it with the students. On the other hand it will be looked into the question of what is the German contribution on the implementation of the SDGs at a national level and worldwide. To which extent are the SDGs already implemented in Germany? Translators and other chaperones accompany the youth guests. If possible conversations should be carried predominantly in English.

### Preparation of the teaching unit

Prepare three rooms for three expert groups to calmly discuss with the visitors. Provide the students with information on the countries of origin of the international guests. The possibility of researching on Internet would be ideal. Technical equipment such as projector and laptop is provided by the youth delegation.

### Introduction of students in the teaching unit III

The international guests and terre des hommes introduce themselves. After that the class is split in three expert groups. The three members of the international youth delegation split in the different expert groups.

### Leading of the group discussions

Each group conducts a 45-minutes conversation with one of the guests. The students go back to the results of the teaching unit II to get to know the situation of country XY and the experience of the guest in particular.



Afghan girls in an education project of terre des hommes . ©terre des hommes

### **Development and presentation**

Afterwards each of the SDG expert groups elaborates a learning product together with the international guest. Warning: For this point the participants have in this teaching unit only 45 minutes. That is why it has to be a learning product that can be carried out without much effort:

It can be a video statement that can be recorded with the questions that the expert groups came up with or the demands that have to be met to implement their SDGs. They can create freeze images that can be kept in a photo book with their statements. The expert groups can also create an informative poster on their SDG on the country XY. General information, such as the population of the guest's country can also help to create an informative poster together with citations of the guest.

There is no boundaries here for their creativity and the multipliers' creativity. You have to take the time into account and have the materials available for the correspondent learning products.

### **Conclusion**

To conclude it will be talked about the experiences of the day and the discussions in the expert groups. The learning products will be presented in the next teaching unit IV. It might be possible that the students need some time from the next teaching unit to finish their learning products. The SDG expert groups should be able to estimate if they have to keep working between unit III and unit IV.

Overview teaching unit IV »Presentation of SDG expert groups«				
	Phase	Durati- on	Content and methods	Material
KG	Introduc- tion	5'	Illustrate contents and procedure of the session	Handout UE IV »SDGs worldwide«
GA	Develop- ment	30'	The students finish the started learning products from teaching unit III and prepare the presentation.	I
GA	Presenta- tion	30'	Presentation of the learning products and findings from the discussion with the international guests of the whole group .	
	Feedback/ Conclusion	'25	Give the students space and time to give a detailed feedback on the international guests' visit and on the teaching series. If there is some spare time you can collect concrete recommendations of operation from the students with the place mat method. Say goodbye.	

### Complete and present learning products

In the last teaching unit of the series “the world sets new goals” the discussion of expert groups will be completed. Then the students get 30 minutes of teaching unit III to present their learning products. Afterwards the expert groups present their learning products.

### Feedback on the teaching series

You should allow 25 minutes to the feedback on the teaching series. There should be a method through which students write their impressions and perceptions. A possible method is known as “pack the suitcase”. The students note in a paper the points from the teaching series that they want to take with them. In another paper they can write what things they would not take from the teaching series. They can place a small suitcase in the classroom where the student can put their papers in. Next to it there can be a paper bin for those points that they are not taking with them.



Meeting of international youth delegation of terre des hommes with the head of the federal chancellery of Germany Peter Altmaier. ©Sophie Uhing/ terre des hommes

**Additional exercise: Finding recommendations of operation**

The class gets divided in groups of four people each. To find the recommendations of operation Info sheet 5 serves as model. The five designed fields structure the discussion process of the groups. (You also can distribute three Info sheets 5 per group and get them to differentiate between a) local, b) national and c) global level). Every member of the group writes in their field recommendations for the implementation of the SDGs. The group discussed those recommendations and puts the two best options in the middle field.

**Evaluation of recommendations of operation**

The filled place mat models will be hung in the classroom. The feedback will be introduced giving the students the possibility to identify their preferred recommendations of

operation. For that all the students get two points that can be distributed in the middle field of the recommendations of operation. Afterwards there will be a discussion regarding the implementation of some of those measures by the students.

**Your notes:**

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