

Engaging Students through Sustainable Development Goals



Authentic learning for every student!

Empowering educators through meaningful professional learning



EdTech · AI · Assessment · Classroom Management · STEAM
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Access to the slides and
links

<https://educateonpurpose.com/rista/>

The 17 Sustainable Development Goals



Reading the Goals

Understanding Targets and Indicators



THE 17 GOALS | **169** Targets | **4010** Events | **1352** Publications | **7909** Actions

The grid displays 17 Sustainable Development Goals (SDGs) in a 3x6 layout (with the last cell empty). Each goal is represented by a colored square with a number, title, and icon. The goals are:

- 1 NO POVERTY (Red square, icon of a family)
- 2 ZERO HUNGER (Yellow square, icon of a bowl)
- 3 GOOD HEALTH AND WELL-BEING (Green square, icon of a heart and pulse line)
- 4 QUALITY EDUCATION (Red square, icon of an open book)
- 5 GENDER EQUALITY (Red square, icon of a female symbol)
- 6 CLEAN WATER AND SANITATION (Blue square, icon of a water drop)
- 7 AFFORDABLE AND CLEAN ENERGY (Yellow square, icon of a sun)
- 8 DECENT WORK AND ECONOMIC GROWTH (Purple square, icon of a bar chart)
- 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE (Orange square, icon of a factory)
- 10 REDUCED INEQUALITIES (Pink square, icon of a balance scale)
- 11 SUSTAINABLE CITIES AND COMMUNITIES (Orange square, icon of buildings)
- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION (Yellow square, icon of a circular arrow)
- 13 CLIMATE ACTION (Green square, icon of a globe)
- 14 LIFE BELOW WATER (Blue square, icon of a fish)
- 15 LIFE ON LAND (Green square, icon of a tree)
- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS (Blue square, icon of a dove)
- 17 PARTNERSHIPS FOR THE GOALS (Blue square, icon of interlocking circles)

SUSTAINABLE DEVELOPMENT GOALS
See all

<https://sdgs.un.org/goals>

Practical Applications of the Targets and Indicators

Table talk:

How might targets and indicators be used with students?



STUDENT
Engagement
Strategy

Accountable
Talk Cubes

Introducing the Goals to Students



Name: _____ Class: _____ Date: _____

Introduction to the Sustainable Development Goals

Preview SDG Information Sheets: Start by reviewing the Sustainable Development Goals (SDGs) information sheets provided. Each sheet contains important details about a specific goal.

Fill Out the Organizer: You will use the organizer provided to you to gather information. Here's how to do it:

1. Goal Name: Write the goal's name as it appears on the information sheet in the organizer's first box.
2. One-Sentence Summary: In the second box, copy the one-sentence summary that explains what the goal is about. Make sure to write it exactly as it is on the sheet.
3. Compose Your Own Summary: In the larger box, write your own summary of the goal in 1-2 sentences. Think about why this goal is important and what it aims to achieve. Make it clear and concise.
4. Choose Your Top 3 Goals: After completing the organizer for all 17 goals, review them and choose your top 3 goals. These should be the ones you find most interesting or important.
5. Share Your Choices: When we have our class discussion, please be prepared to explain why you chose these 3 goals.

Tips for Success:

Take your time to read each sheet carefully; understanding each goal will help you summarize it better. Use your own words when creating your summary to show your understanding of the goal.

#	Goal Name	What's the goal here? 1 sentence from the information sheet	★ your top 3
1			
Why? Write a 1-2 sentence summary of the "why" section of the information sheet.			
2			

Student Exploration Activity



STUDENT
Engagement
Strategy

Understanding
and Prioritizing

Debrief: Get kids talking

Scientist Circle

Circle-up and discuss connections between SDGs and personal experience or interests.

Jigsaw

Gather in "expert groups" for favorite SDGs. Then, break into mixed groups to compare and contrast interests.

Think, Pair, Share

Talk with an elbow partner about the process of deciding which SDG relates to interest and experience. One person shares highlights of the conversation with the class.

Notice & Wonder

In pairs, share facts, details, questions, curiosities, or ideas about SDGs. Then, discuss how favorites connect to the local and global community.

STUDENT
Engagement
Strategy

Listening and
Retelling

Connecting to Content
Ensuring that this is more than
a one-time activity.



Quickest

SDG Journals

Provide time for students to reflect on class content and its connection to their favorite SDG.

Essential Questions

Frame lessons or units with SDG-inspired questions to deepen curiosity and connection.

Classroom Challenges

Introduce short-term challenges focused on actions like reducing waste or saving energy, aligned with chosen SDGs.

Digital Tools

Utilize platforms like Padlet, Figma & Wakelet for sharing insights on connections between content and SDGs.

Moderately Time-Intensive

Analyze real-world examples or news articles that highlight SDG progress or challenges.

SDG Debate or Discussion

Organize structured conversations exploring trade-offs or connections between SDGs.

Creative Storytelling

Encourage students to express SDG connections through art, writing, or performance.

Role-Playing Scenarios

Students take on roles like world leaders, scientists, or community members to address SDG challenges.

Time-Intensive: High-Impact

Cross-Curricular Integration

Collaborate with colleagues to align SDGs across subjects for a cohesive experience.

Service Learning

Engage students in community projects that directly address SDGs.

Goal Tracking

Assign students an SDG to explore throughout the year, tying it to multiple units and topics.

Project-Based Learning (PBL)

Design comprehensive projects where students solve real-world problems tied to SDGs.

Quickest

SDG Journals

Provide time for students to reflect on class content and its connection to their favorite SDG.

Essential Questions

Frame lessons or use open-ended inspired questions to connect and connect

Classroom Challenges

Introduce short-term challenges focused on actions like recycling or saving energy, aligned with SDGs.

Digital Tools

Utilize platforms like Jamboard & Wakelet for insights on connecting content and SDGs.

Moderately Time-Intensive

Analyze real-world examples or news articles that highlight SDG progress or challenges.

Time-Intensive: High-Impact

Cross-Curricular Integration

Collaborate with colleagues to align subjects for a cohesive experience.

Service Learning

Engage students in community projects that directly address SDGs.

Project Tracking

Track an SDG to explore progress over the year, tying it to units and topics.

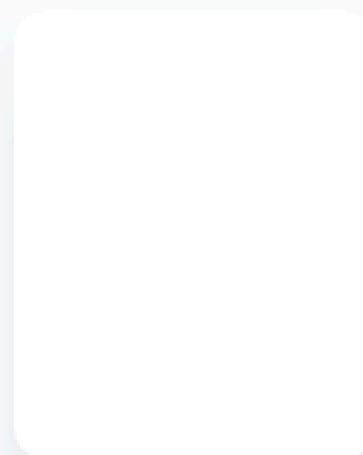
Problem-Based Learning (PBL)

Use comprehensive projects where students solve real-world problems tied to SDGs.

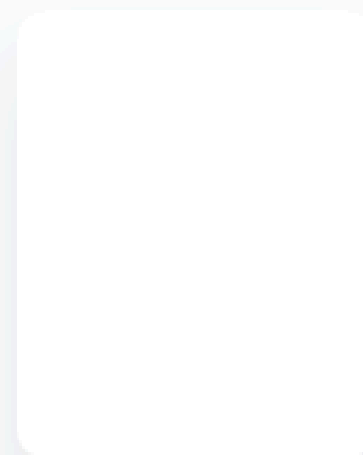
Which of these are you most likely to try?



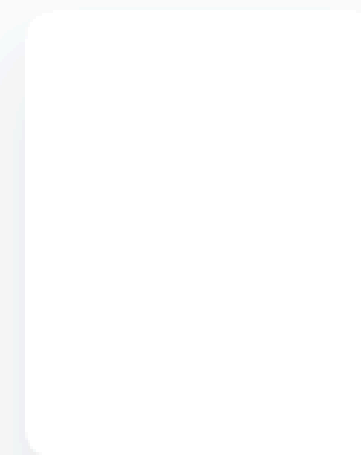
This voting is anonymous



Quick



Moderate



Time-Intensive



0



0/0



Close poll



Join at
<https://j.vivicon.eu>
D79E

PBL IN PRACTICE

AI-[Assisted Problem Identification](#): The purpose of this assignment is for me to see the responses that are provided to students when they use pre-constructed prompts. This gives me time to create personalized experiences for students the following week.

Here is [the result of a student's investigation](#) on the connection between SDGs, biotechnology, and this student's interest in promoting the rights and inclusion of women and girls with disabilities.

[Problem Identification and Project Proposal](#): The purpose here is for me to be able to see what prompts students use when they are provided with only an objective. Have their prompting skills improved after multiple weeks of using AI in other contexts? How do they choose to summarize the responses, and do they synthesize these findings with their peers through meaningful conversations?



BE AWESOME BY DESIGN

BAbD *Unit Planning Template*

Red boxes cannot be differentiated, remain the focus of teaching. [What you teach]

Green boxes can be differentiated. [How you teach; based on individual student history, interest, current ability]

Storyline: The authentic connection that will grab the attention of students and empower them to solve a problem.

Phenomenon:

Driving Questions: What questions do you anticipate students having?

BE AWESOME BY DESIGN



Illuminate the Purpose: What & Why

ESTABLISHED GOALS Based on State Standards	The problem that students will be solving. Find relevant local problems or look into the United Nations Sustainable Development Goals	
	UNDERSTANDINGS <i>Students will figure out that...</i> (big ideas that build empathy relevant to goals)	
	Acquisition	
	<i>Students will know...</i> (DCI from content knowledge from the standards above)	<i>Students will be able to...</i> (SEP and CCC students will gain in order to solve the problem)

BE AWESOME BY DESIGN



Choose the Destination: Assessment Evidence

EVALUATIVE CRITERIA (Consider the verbs used above in acquisition; use Bloom's Taxonomy to encourage deeper learning.)	PERFORMANCE TASKS Each unit should have each of these <ul style="list-style-type: none">→ digital component→ reading→ listening→ research component→ modeling→ reflection→ publish/present
	INFORMAL EVIDENCE Opportunities to speak with every student & ask probing questions.
	UNIT CLOSURE Consider how students will curate their learning in a portfolio, podcast, or other artifact.

BE AWESOME BY DESIGN

PAUSE

- Which voices are centered in the materials that have been provided? Which social narratives are preserved?
- Where are the blindspots or biases in your resources? Who is empowered or excluded?
- Do activities provide multiple entry points so all students can access the topic?
- Do activities activate prior learning?
- Are there opportunities for students to visualize their learning?
- Are there varied opportunities for knowledge acquisition?
- Are there varied opportunities for knowledge demonstration?
- Does this learning plan increase each student's capacity for independence?

BE AWESOME BY DESIGN

Explain - Students construct explanations of the story or of their proposed solution.

Lesson Opener:

Activity	Students Do	Students Learn	How this builds toward the purpose.

Lesson Closure:

Extend - Students share their progress, ask probing questions.

Lesson Opener:

Activity	Students Do	Students Learn	How this builds toward the purpose.

Lesson Closure:

PAUSE

- Have students had an opportunity to reflect on their learning?
- Have students begun planning their final product?
- Is each student on track to meet their highest potential for this unit?

BE AWESOME BY DESIGN



Chart the Path: Learning Plan

Summary of Key Learning Events and Instruction

(Increase student-centered activities & provide a variety of opportunities for all students to construct their own connections to the story/problem; use [UDL guidelines](#) to make experiences personally meaningful.)

Engage - The beginning of the story to be told, phenomena to explain, or problem to be solved.

Lesson Opener:

Activity	Students Do	Students Learn	How this builds toward the purpose.

Lesson Closure:

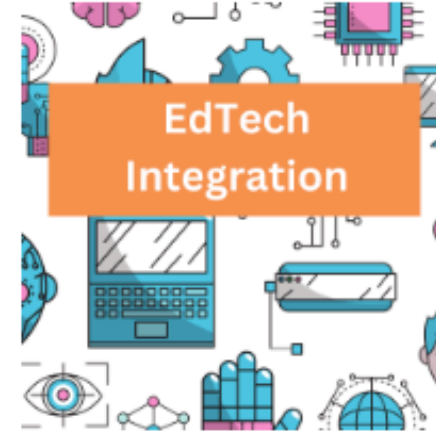
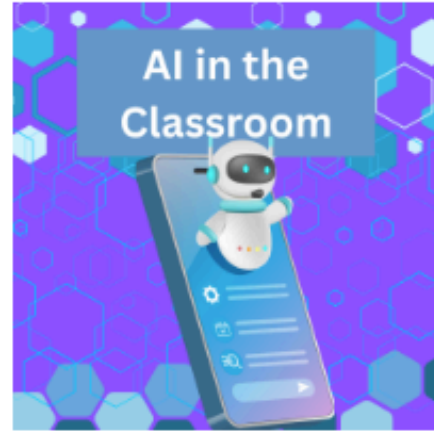
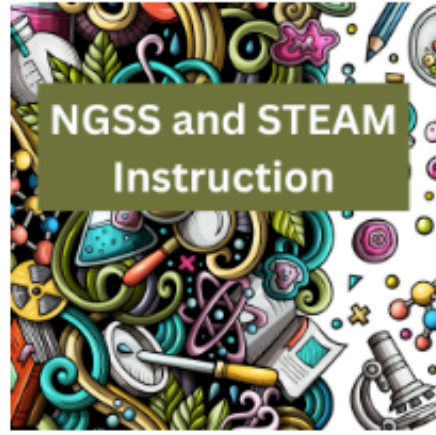
Explore - How students interact with the story.

Lesson Opener:

Activity	Students Do	Students Learn	How this builds toward the purpose.

BE AWESOME BY DESIGN

Evaluate - Reflect on learning, decide where it will be shared (authentic audience.)			
Lesson Opener:			
Activity	Students Do	Students Learn	How this builds toward the purpose.
Lesson Closure:			
Empower - Students design the product they will share with an authentic audience.			
Lesson Opener:			
Activity	Students Do	Students Learn	How this builds toward the purpose.
Lesson Closure:			
Unit Closure: Student Curation			



Thank you!

Let's Connect!

Bonnie Nieves

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