21st Century Lesson Cycle Template

Subject: Social Studies	**Unit: Global Development**
Grade: 7	**Lesson:** Understand the UN's 17 Goals for Sustainable Development

Curriculum Outcomes: Economic Empowerment
7.2.1 Analyse how conditions that lead to economic empowerment have changed
7.2.2 Investigate the various ways economic systems empower or disempower people
7.2.3 Identify and analyse trends that could impact future economic empowerment

Driving Questions for the students:
- *How do I get people to think about my topic?*
- *What does my audience need to know about my topic?*
- *What can individuals do / why should they care about my topic?*

Learning Goals:
For students to: Find a topic or cause that students are passionate about.
For students to: Find a voice for that passion (and the cause)
For students to: Address driving questions about a topic that they chose

Success Criteria:
To publish a project (in tri-board or as a digital tool) which will highlight the importance of a particular goal and has concrete suggestions for helping to make the world a better place?

Assessment:
Peer recommendations - student will evaluate their peers and make recommendations.
Self assessment – students assess their own work against a rubric & template.
Teacher assessment – looking at formatting and strength of ideas.

Screencast Link(s) and Online Resources:
Webpages: http://wtyw.weebly.com/global-goals-project.html

Screencast: https://youtu.be/ndKGaC347x0
Videos

https://youtu.be/ABLBRNPT_wM
https://youtu.be/s5bti_B6mLc
https://youtu.be/eywBa0xfQFw
https://youtu.be/0W2Ic5hV28w

Google Slide Presentation and quiz

Google Slide Presentations	Google Form
The Global Goals	The Global Goals Quiz

Google Folder: *Assignment Sheet, Templates, Class presentation, Peer Assessments, Self Assessment and other documents:*
https://drive.google.com/folderview?id=0Byf0JWTGzTdccl9aZ3Ayc1B5UEk&usp=sharing

Expected Duration: 5-10 hrs to complete/ 2-3 hrs for presentations / 1-3 hrs for the **Fair**
This lesson done fully will take 5 or more one hour periods.
(Presentation time and time for the **Fair** is an additional required)
After review it could be amended depending on the needs of the students and the desires of the teacher.

Lesson Procedure (including Differentiation)	

Tools & Tech req'd
Website
Internet
Google Drive
Google Docs
Google Class
	We do:
	
	Activities)
	    Activity I)
	    Watch videos – Watch videos to get a sense of what the UNs Global Goals are about.
	       • https://youtu.be/ABLBRNPT_wM
	       • https://youtu.be/s5bti_B6mLc
	
	    Activity II) Option A - As a class we will review the Class Presentations here:
	       Google Slideshow on the 17 Global Goals
	
	    Activity II) Option B - Jigsaw activity
	- Have groups review / study 4 goals
	- 1st Share – Each member now understands 4 Global Goals
	- Rotate group members
	- 2nd Share – Each member teaches their 4 goals to their new group members
	- Each group member now understands 16 Global Goals
	
	- Groups may use the presentation as a resources and a place to become an 'expert' on their individual Global Goal.
	
	- Google Slideshow on the 17 Global Goals
	
	- Teachers needing support for undertaking Jigsaw activities in their classroom might want to look at:
	- https://www.jigsaw.org/
	- Or https://www.teachervision.com/group-work/cooperative-learning/48532.html
	
	After activity II - time should be spent to discuss ideas, give examples and make sure students a strong understanding of the subtopics available for each Global Goal. (*The Global Goal list would be a good resource for teachers to have at this point*.)

Differentiation:

Students struggling with grade level
Students struggling with grade level outcomes will have the Class Presentations outlines provided in hard copy for them to highlight. They will also be able to follow the Google Slide presentation with their own device.
They will be able to re-watch the class presentation as they need to comprehend their goal
Some students struggling with grade level will be paired within the Jigsaw activity with students ready for challenges beyond grade level. This is a common approach in cooperative learning.

Students ready for challenges beyond grade level
Students ready for challenges beyond grade level outcomes will be asked expand on the ideas and concepts of each Global Goal that they are responsible for teaching.
Some students ready for challenges beyond grade level outcomes will be asked to cover two or more goals as the 'expert' to compensate for any absences or uneven numbers.
Some students ready for challenges beyond grade level outcomes will be asked to pair up within the Jigsaw activity with students struggling with grade level. This is a common approach in cooperative learning.

Taxonomy	of	21st Century Skills
✓find and validate		✓ critical thinking
✓apply and understand		✓ communicate clearly
✓analyze and synthesize		✓ work collaboratively
✓evaluate and leverage		embrace culture
create and publish		develop creativity
		✓utilize connectivity

Tools & Tech req'd	You do:

Website **PowToons** **Internet** **Google Drive** **G - Docs** **G - Class**	**Activity A) Have individual students or groups complete the Google Form quiz**
	
	The Global Goals Icon Quiz
	
	NOTE: *The Quiz is a **Google Form** and can easily be shared with students through Google Classrooms. Educators need to share the **URL** to complete the quiz. Sharing the form itself will give students editing ability and confuse the students,*
	
	Activity B) Watch the screencast Global Goals Project
	
	Activity C) Assignment Instructions: (G-Docs**) (**MS Word**) (**PDF**)**
	     Every student will have a hard copy of the assignment sheet as well access to digital copies.
	
	Activity overview
	Students will make 3 important choices:
	- A Global Goal they think is important
	- A platform for publication (*Tri-Board, Website or Digital Presentation*)
	- To work as an individual or with a partner
	Students will then create a project to bring attention to a cause or topic that they feel passionate about.
	
	Selection of Goals) Students will choose one of the 17 Global Goals for sustainable development. The List of Global Goals and subtopics should help students decide. (MS Word) (PDF) (G-Doc)
	
	Selection of Platform) Students will choose their platform. Each platform will have a template or set of instructions that should help students decide the pros and cons of working with each type of platform.
	
	<table><tr><td>**Tri-Board**</td><td>MS Word</td><td>PDF</td><td>G-Doc</td></tr><tr><td>**Website**</td><td>MS Word</td><td>PDF</td><td>G-Doc</td></tr><tr><td>**Digital Presentation**</td><td>MS Word</td><td>PDF</td><td>G-Doc</td></tr><tr><td>**Other**</td><td>MS Word</td><td>PDF</td><td>G-Doc</td></tr></table>
	
	Selection of Team) Choose whether to work as an individual or with a partner. In both the parent overview letter and the project instructions there is a section that reviews the positives and the common pitfalls or choosing to work with a partner.
	     Please consider the benefits and pitfalls of relying on others and the importance of choosing the right partner if you wish to go that route. Time to meet, sharing of workload and compatibility of effort are but a few things that need to be considered.

Time to research and develop the project

Students will be given time in three categories to develop their projects

Classroom	Discussions, Chrome books, feedback
Computer Lab	Research, digital development, Printing
Home	Organization, research, digital development

BONUS Activity (Optional) - Students will have a bonus activity option. This is to develop a Public Service Announcement for their Global Goal or their particular cause within a Global Goal.

All students watch these videos:
- https://youtu.be/eywBa0xfQFw
- https://youtu.be/0W2Ic5hV28w

All students will have access to:

The instructions for making a Global Goal PSA (MS Word) (PDF) (G-Doc)

What makes a good PSA (MS Word) (PDF) (G-Doc)

Note) *This bonus activity can be done in a number of different ways. It is not simply a bonus for those students ready for challenges beyond grade level outcomes but a Bonus for any student who wants to show extra effort and is comfortable (or wants to learn) new technologies.*

Differentiation:

Students struggling with grade level

Students struggling with grade level outcomes will have a shorter assignment and / or be asked to dictate their ideas using the Ipads.

Some students struggling with grade level outcomes will have the word count reduced and / or be placed in a group with students who will help them use their individual strengths to the best advantage.

Some students struggling with grade level outcomes will have fewer options assigned or different options that will highlight their individual strengths.

Students ready for challenges beyond grade level

Students ready for challenges beyond grade level outcomes will be asked expand on the Global Goal ideas and cover more of the options available to students.

Some students ready for challenges beyond grade level outcomes will be asked use several or all of the options that are listed as 'extras' or 'challenges' in the assignment instructions including the **BONUS**.

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		✓ utilize connectivity

Tools & Tech req'd Website PowToons Internet Google Drive Google Docs Google Class	**We Share:** **Activity overview** Students will publish their work, present it to the class, have an opportunity to give feedback to others and to present their final product to other students and even parents and community members. **Activity i)** Students will **Publish** their work. Students will be encouraged to use digital tools that they have not used before but in the end they will have complete control over the platform used including a tri-board. The finished product will be displayed in the gym during a Global Goals Fair. (*Think science fair*). Tri-boards, laptops and chrome books will all be utilized **Activity ii)** Students will **Present** their work. As individuals or pairs students will present their projects to the class. Presentation reminders will be reviewed before presentations begin. (MS Word) (PDF) (G-Doc) **Activity iii)** Students will **Listen to Others** present their work. Students will evaluate their peers as they present their projects. Students will be reminded to use positive and constructive criticism. A Rubric for the presentations will be provided for the students to use in evaluation others. (Presentation Rubric) **Activity iv)** Students will present their work at the **Global Goals Fair.** Students will be given reminders of what they need to do, how to prepare and how to make sure everything works as they envision. (MS Word) (PDF) (G-Doc) **Differentiation:** Students struggling with grade level outcomes will have support of another student to complete peer editing, tweaking and publishing. Students ready for challenges beyond grade level outcomes will be asked to publish their work in more than one platform as well as make a presentation that entails more detail and consider a PSA **BONUS**

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You Reflect:

Self Reflection (Self - Evaluation)
Students will complete the Self Evaluation provided.
(MS Word) (PDF) (G-Docs)
- Extra care and effort should go into the sections entitled:
- "*What I did well*" and
- "*What I could improve*"

Teacher Assessment (PDF)
Reviewing the teacher assessment sheet should help students to remember to include all the various items they are being asked to consider.

5 Steps to make sure students do well.
Because this is a large detailed **PROJECT BASED LEARNING** unit it is worth reminding the students of pointers that might help them keep all the various elements in mind.
1) Review the class presentation (here)
2) Re-read the Project Instruction sheet (or re-watch the video)
3) Plan time for the project (This cannot be done well in one night)
4) Review the self assessment sheet as you go to make sure you have covered everything.
5) Review the platform suggestions (here) to make sure you have covered all the elements.

Parent Communication
It will be vital when undertaking a project of this magnitude to have parent support. There are several steps in this project to ensure that parents are aware and supportive of the entire process.
A) Parent letter – Sent out to parents at the beginning of the unit **(MS Word)**
B) Student / Parent check in before the class presentations.
(Students are asked to present to their parents before they come to class and present their projects)
C) Global Goals Fair- Parents who are able are asked to participate in the Global Goals Fair and view all of the students work.

WRAP UP/REMINDERS:
There are a lot of steps in this project.
The step by step instructions for both student and teacher are available at:

http://wtyw.weebly.com/global-goals-project.html

Teacher Reflection:

See separate attachment