

# SPREAD THE SDGs - 3RD ESO



**Institut Pla de les Moreres**  
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## Generació Plurilingüe (GEP)

Year 3

2020-2021

GEP 1	Task 1: Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	'SPREAD THE SDGs'
Course / year / age	3rd ESO
Timing	4 sessions
Collaboration with .....	English teacher: Emili Morales
Short description of the session/s	<p>'The aim of these lesson plans is to learn about the SDGs goals and spread them'</p> <p><b>SESSION 1</b> - Get to know the <i>United Nations' Sustainable Development Goals</i> (SDGs)</p> <p><b>SESSION 2</b> - Share some ideas and actions to achieve these global goals to make a better world.</p> <p><b>SESSION 3</b> - Reflect about poster creation and design.</p> <p><b>SESSION 4</b> - Create the posters in order to spread the SDGs.</p>



S E S I O N  I	Activity 1	<p><u><a href="#">INTRODUCING THE TOPIC</a></u></p> <p>Ice-breaking activity <u>Visual input</u> (groups of 4/5 students - collaborative task) <b>COMPUTER FOR GROUP/TEACHER</b> 20 minutes</p> <p>Description:</p> <ul style="list-style-type: none"><li>• Students are shown the video “Dear World Leaders” (<a href="#">click here to see the video</a>).</li><li>• Teacher shows a video with an animation of the UN Sustainable Development Goals. Students are encouraged to guess the topic of each of the goals from the pictures using <u><a href="#">ANSWERGARDEN</a></u>. Teacher elicits the topics.</li></ul>
	Activity 2	<p><u><a href="#">THE GOALS</a></u></p> <p>Introductory activity Linguistic input to practice the language (groups of 4/5 students - collaborative task) Material: set of pictures with the goals <b>COMPUTER FOR TEACHER</b> 20 minutes</p> <p>Description:</p> <ul style="list-style-type: none"><li>• Students are shown the still images of the UN Sustainable Development Goals appearing on the previous video. Teachers will clarify any vocabulary they might find difficult.</li><li>• Group is given pictures of the UN SDGs. They talk and decide the order in which they would put them according to their importance.</li><li>• They must prepare the arguments/reasons to justify their decision.</li><li>• Each group presents their list on the whiteboard and a representative will justify their decision in front of the</li></ul>



		class.
	Activity 3	<p><u><a href="#">UNDERSTANDING THE GOALS</a></u></p> <p>Activity to conclude and practice with the content and language Linguistic and visual input Material: poster board, scissors, markers, blue tack, rope, clothespins <b>(groups of 4/5 students - collaborative task)</b> 20 minutes</p> <p>Description:</p> <ul style="list-style-type: none"><li>• Each group of students is given a set of 4 GOALS INFOGRAPHICS, which have been previously cut out and jumbled up. They must place each statement under the correct heading (<a href="#">click here to see the INFOGRAPHICS</a>)</li><li>• Students reconstruct them on the board (using blue/white tack). Each group will let the rest know about their goals and the teacher elicits new vocabulary.</li></ul>
S E S S I O N	Activity 4	<p><u><a href="#">QUOTES OF THE SDG'S</a></u></p> <p>Content activity <b>(groups of 4/5 students_ collaborative task)</b> Material: Quotes cards</p> <p>Description:</p> <ul style="list-style-type: none"><li>• In this activity, teachers distribute some cards with phrases related to some of the SDG's.</li></ul>



2		<ul style="list-style-type: none"><li>• Students by groups have to decide what quote each SDG belongs to.</li><li>• Then each group has to think of a new quote and present it to the rest of the class.</li></ul>
	Activity 5	<p><b><u>WHAT ACTIONS CAN WE DO TO ACHIEVE THE SDG'S OBJECTIVES?</u></b></p> <p>Content and writing activity (groups of 4/5 students, collaborative task) Material: Actions cards</p> <p>Description:</p> <ul style="list-style-type: none"><li>• Teachers distribute some cards with examples of actions to contribute to achieve the goals.</li><li>• Students by groups, after reading these examples, have to think and write other ideas.</li></ul>
	Activity 6	<p><b><u>BROADCAST VIDEOS 'OUR IDEAS TO MAKE A BETTER WORLD'</u></b></p> <p>Content and speaking activity (groups of 4/5 students, collaborative task) Material: COMPUTER FOR GROUP, Video recorder app</p> <p>Description:</p> <ul style="list-style-type: none"><li>• In groups, students record a short video to expose some of the ideas in order to make a better world.</li><li>• Once you've finish it send this video to the classroom <a href="https://classroom.google.com/c/MjkwMzU5NTAyODE2?cjc=foqvdbj">https://classroom.google.com/c/MjkwMzU5NTAyODE2?cjc=foqvdbj</a></li><li>• Some video examples:<a href="https://admin.flipgrid.com/discovery/partners/184">https://admin.flipgrid.com/discovery/partners/184</a></li></ul>



S E S S I O N  3	Activity 7	<b><u>HOW TO MAKE A POSTER?</u></b>  Description: <ul style="list-style-type: none"><li>• Divide the class in groups of three.</li><li>• Teacher comments the explanations of the projection: examples of posters</li><li>• After that, look at posters from ERASMUS outings: <a href="https://sites.google.com/view/getmovingspain/p%C3%B3sters?pli=1&amp;authuser=1">https://sites.google.com/view/getmovingspain/p%C3%B3sters?pli=1&amp;authuser=1</a></li></ul>	Introductory activity of content (groups of 4/5 students) Material: computer for teacher
	Activity 8	<b><u>TYPES OF COLORS USED TO CREATE A POSTER</u></b>  Description: <ul style="list-style-type: none"><li>• They will have pictures of paintings, names of authors and typology of colors. The students must classify and match the cards: MIND MAP</li></ul>	Classify and match activity (groups of 4/5 students_ collaborative task) Material: <a href="#">cards and scissors</a>
	Activity 9	<b><u>LINES OF COMPOSITION</u></b>  Description: <ul style="list-style-type: none"><li>• Plickers: Each student will have a card and will choose the correct answer.</li></ul>	Content activity (Individually) Material: cards of plickers, teacher's computer and mobile phone



<https://www.plickers.com/seteditor/60379a5cea704500133765d2>

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### LET'S CREATE THE POSTERS!

Final activity  
(groups of 4/5 students\_collaborative task)  
Material: Computers, design app

Description:

- Once we have learnt about the SDGs in the previous lessons, now it's time to design some creative posters of the SDGs.

*In terms of academic content, what are the students learning and what are they learning to do?*

- The UN Sustainable Development Goals
- Artistic composition
- Create short videos
- Design posters
- Use ICT tools
- Teamwork

*In terms of language, what are the students practicing or learning to do?*

- Specific vocabulary
- Reading & listening comprehension
- Speaking: preparing a speech

*In what way is this*



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<p>lesson plan a good example of what we learnt in the GEP course session?</p>	<p>In this lesson plan we try to work contents of technology and language of English using:</p> <ul style="list-style-type: none"><li>- inputs as they speak, talk, write, visual...</li><li>- collaborative and cooperative activities</li><li>- make sessions and activities of inputs, procedures, final products, review and summary.</li><li>- use the repetition of contents and languages</li><li>- formulate questions to make sure the students understand us</li><li>- use digital tools</li></ul>
<p>Other important information</p>	<p>ICT tools used:</p> <ul style="list-style-type: none"><li>➤ For making groups: INSTANT CLASSROOM (in activities 1,2,3,4,5,7) <a href="http://www.superteachertools.us/instantclassroom/?groupid=219768">http://www.superteachertools.us/instantclassroom/?groupid=219768</a></li><li>➤ For share words with all the group: ANSWERGARDEN (in activity 2) <a href="https://answergarden.ch/create/">https://answergarden.ch/create/</a></li><li>➤ For counting down: 1 MINUTE TIMER(activities 4,5) <a href="https://www.youtube.com/watch?v=CH50zuS8DD0">https://www.youtube.com/watch?v=CH50zuS8DD0</a></li><li>➤ For presenting contents: CANVA (in activity 6) <a href="https://www.canva.com/design/DADloczRY7E/IJpt7Y_IL8I76uI2EPtUgA/edit">https://www.canva.com/design/DADloczRY7E/IJpt7Y_IL8I76uI2EPtUgA/edit</a></li><li>➤ For revision: Plickers <a href="https://www.plickers.com/seteditor/60379a5cea704500133765d2">https://www.plickers.com/seteditor/60379a5cea704500133765d2</a></li></ul>
<p>ANNEXES (materials, handout, pictures... if not possible to include</p>	



in the activity section.)

### Self assessment Checklist

Task 1: Input Cooperative/Collaborative learning in CLIL	YES/NO
1. Students are presented with <b>multimodal</b> and <b>varied</b> input (spoken, written, visual, hands-on...)	YES
2. The input presented is used to <b>help</b> learners <b>understand</b> ideas and <b>construct</b> meaning	YES
3. The input is presented at the right <b>cognitive level</b> and the right <b>language level</b> , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	YES
4. Students are <b>helped</b> in some way to <b>understand</b> , i.e. input is made comprehensible	YES
5. Students are <b>helped</b> in some way to <b>process</b> the input presented, i.e. activities or questions make students think and construct meaning.	YES



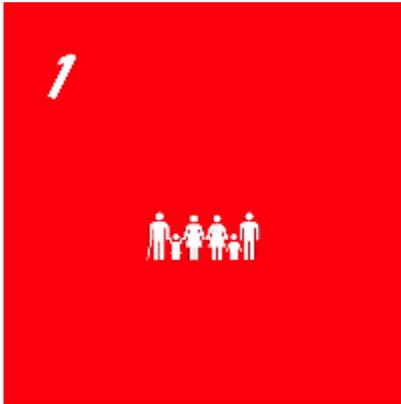
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6. The input and activities presented cater to <b>multiple intelligences</b>	YES
7. Students are presented with <b>good questions</b> (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	YES
8. A variety of <b>collaborative learning strategies</b> are used throughout the session.	YES
9. At least one of the activities presented requires <b>cooperation</b> among students.	YES
10. Students are <b>explicitly taught</b> how to work in groups (or pairs).	YES
11. Students are <b>explicitly guided</b> to succeed in group/pair work <b>discussions</b> and <b>interactions</b> . Clear <b>support</b> to guide their interactions is provided.	YES
12. At least one <b>ICT tool</b> is used to promote <b>digital collaborative learning</b> .	YES



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## Activity 1 INTRODUCING THE SDGs



[RETURN](#)



## Activity 2\_ THE GOALS

Prepare before the activity, cut the following images and make enough set for all the groups

[RETURN](#)





Activity 4\_QUOTES OF THE SDG'S

[RETURN](#)

" THE IDEA  
THAT SOME LIVES  
*Matter Less*  
IS THE ROOT  
OF ALL THAT IS  
WRONG WITH  
*The World* "

DR PAUL FARMER

#GlobalGoals

1.NO POVERTY

THE WORLD PRODUCES ENOUGH FOOD  
FOR EVERYONE. AND YET MORE  
THAN 3 MILLION  
CHILDREN ARE  
DYING OF HUNGER  
EVERY YEAR. WHY?  
#globalgoals

2.ZERO HUNGER



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IT IS  
HEALTH  
THAT IS REAL  
WEALTH  
AND NOT  
PIECES OF GOLD  
AND SILVER

MAHATMA GANDHI

#GlobalGoals

**3.GOOD HEALTH AND WELL-BEING**

ONE CHILD,  
ONE TEACHER  
ONE BOOK & ONE PEN  
CAN CHANGE  
THE WORLD.

MALALA YOUSAFZAI

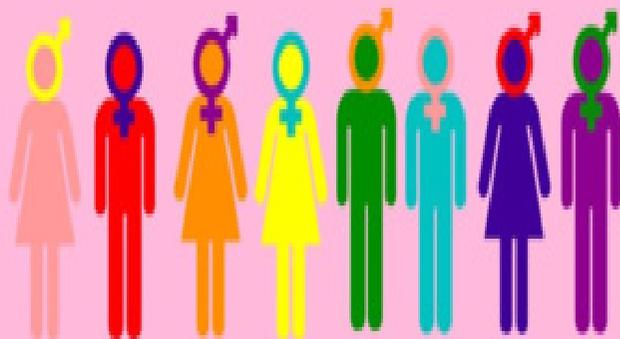
**4.QUALITY EDUCATION**

Plantilla creada pel grup de formadores del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2020-2021





LABELS ASIDE,  
WE ARE ALL UNIQUE  
WE ARE ALL VALID



**5. GENDER EQUALITY**

THOUSANDS  
HAVE LIVED  
**WITHOUT**  
LOVE  
**NOT ONE**  
**WITHOUT**  
**WATER**

W.H. AUDEN  
#GlobalGoals

**6. CLEAN WATER AND SANITATION**



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**SAVE  
ENERGY  
MEANS  
SAVE  
MONEY**

**7.AFFORDABLE AND CLEAN ENERGY**

**ECONOMIC  
GROWTH DOESN'T  
MEAN ANYTHING  
IF IT LEAVES  
PEOPLE OUT.  
JACK KEMP**

#GlobalGoals

**8.DECENT WORK AND ECONOMIC GROWTH**

Plantilla creada pel grup de formadores del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2020-2021





NEVER BEFORE  
**IN HISTORY**  
**HAS INNOVATION**  
OFFERED PROMISE  
**OF SO MUCH**  
**TO SO MANY**  
IN SO SHORT  
**A TIME**

BILL GATES

#GlobalGoals

**9.INDUSTRY, INNOVATION & INFRASTRUCTURE**

**WE HOLD THESE TRUTHS  
TO BE SELF-EVIDENT:  
THAT ALL MEN ARE  
CREATED EQUAL.**  
**THOMAS JEFFERSON**

#GlobalGoals

**10.REDUCE INEQUALITIES**



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WHAT IS THE USE OF  
A HOUSE IF YOU DON'T  
HAVE A DECENT PLANET  
TO PUT IT ON?  
**HENRY DAVID THOREAU**

#GlobalGoals

11.SUSTAINABLE CITIES AND COMMUNITIES



12.RESPONSIBLE CONSUMPTION & PRODUCTION





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NO CHALLENGE POSES  
A GREATER THREAT  
TO FUTURE GENERATIONS  
THAN CLIMATE CHANGE.

BARACK OBAMA

#GlobalGoals

13. CLIMATE ACTION



14. LIFE BELOW WATER





THE WORLD'S  
FORESTS ARE A SHARED  
STOLEN TREASURE  
THAT WE MUST PUT BACK  
FOR OUR CHILDREN'S  
FUTURE.

ARCHBISHOP DESMOND TUTU

#GlobalGoals

**15.LIFE ON LAND**

IF YOU WANT  
**PEACE,**  
**WORK FOR**  
**JUSTICE**

POPE PAUL VI

#GlobalGoals

**16.PEACE, JUSTICE AND STRONG INSTITUTIONS**



**Strengthen the means of  
implementation and  
revitalize the global  
partnership for  
sustainable development**

**17.PARTNERSHIPS FOR THE GOALS**



**Activity 5\_ WHAT ACTIONS CAN WE DO TO ACHIEVE THE SDG'S OBJECTIVES?**

[RETURN](#)

1. NO POVERTY
Donate what you don't use. Local charities will give your gently used clothes, books and furniture a new life.
2. ZERO HUNGER
Don't waste food. Freeze fresh produce and leftovers if you don't have the chance to eat them before they go bad.



### 3. GOOD HEALTH AND WELL-BEING

*Walk! It's good for the mind, body, and the environment.*

### 4. QUALITY EDUCATION

*Donate your used books. The easiest way to give access to knowledge is to donate your used books to someone.*



## 5. GENDER EQUALITY

*Be aware of gender stereotypes. Recognize them, avoid them and educate others about them.*

## 6. CLEAN WATER AND SANITATION

*Don't overuse water. Make sure to close a tap when washing dishes, take short showers instead of bath and close the water when you are brushing your teeth.*



## 7. AFFORDABLE AND CLEAN ENERGY

Turn off the lights when you're not using them. Use renewable energies.

## 8. DECENT WORK AND ECONOMIC GROWTH

Support local economic growth by choosing to buy from local producers and businesses.



## 9. INDUSTRY, INNOVATION AND INFRASTRUCTURE

Build resilient infrastructures, promote inclusive and sustainable industrialization and foster innovation.

## 10. REDUCE INEQUALITIES

Raise your voice against any type of discrimination. Everyone is equal regardless of their gender, race, sexual orientation, social background and physical abilities.



## 11. SUSTAINABLE CITIES AND COMMUNITIES

Take care of public spaces. Start yourself and inspire others to contribute to better public spaces.

## 12. RESPONSIBLE CONSUMPTION AND PRODUCTION

Shop locally. Supporting neighbourhood businesses keeps people employed and circulates money back into your community.



13. CLIMATE ACTION

Recycle paper, glass, plastic, metal and old electronics.

14. LIFE BELOW WATER

Reduce waste - much of the waste that we produce on land ends up in the oceans. Stop using plastic bags



15. LIFE ON LAND

*Protect and restore terrestrial ecosystems, sustainably manage forests, combat desertification.*

16. PEACE, JUSTICE AND STRONG INSTITUTIONS

*Know your rights, respect all the people.*



## 17. PARTNERSHIPS FOR THE GOALS

Stay informed. Follow your local news and stay in touch with the Global Goals online or on social media.

### Activity 7 HOW TO MAKE A POSTER?

#### **RETURN**

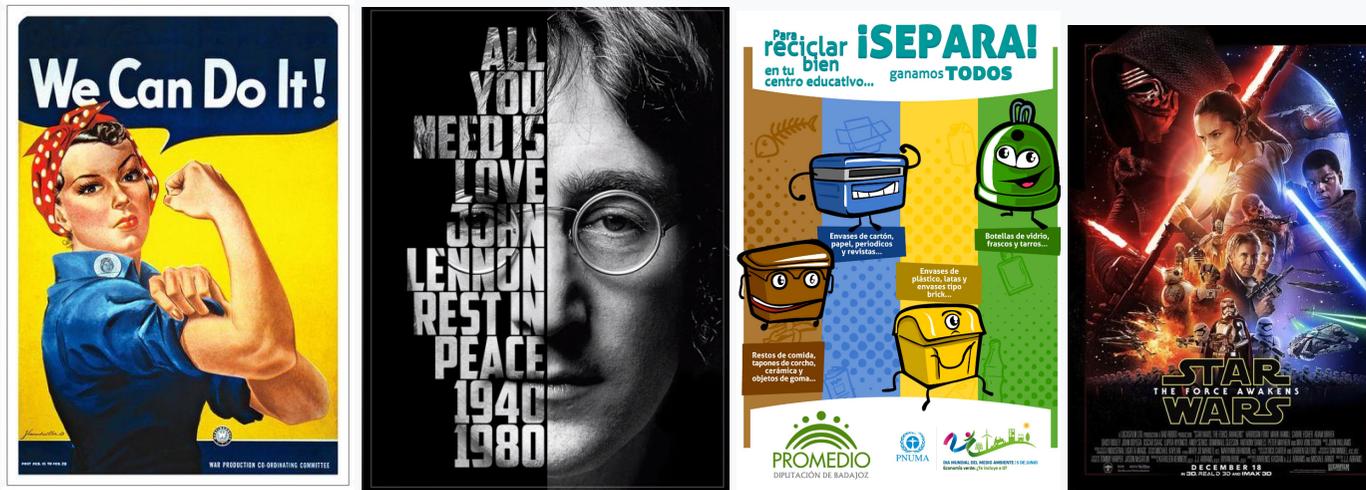
- Introductory activity of content
- Groups of 3 students
- Material: computer for teacher

After having done all the above activities on Sustainable Development Goals, we will analyze four posters. They can announce a product, tell us an event or, simply, give us information about some news of interest. Therefore, we will have tools to be able to create our own poster after deciding which of the 17 goals to choose.

[Prezi presentation.](#)



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And we also look at posters that our classmates from previous courses made on their ERASMUS outings:

<https://sites.google.com/view/getmovingspain/p%C3%B3sters?pli=1&authuser=1>

### Activity 8 TYPES OF COLORS

[RETURN](#)

Cut the following cards and match them.

ANDY	PAUL	ROBERT	VINCENT
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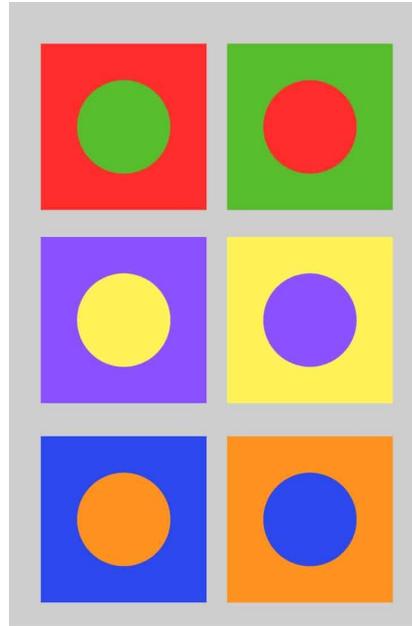


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WARHOL	KLEE	DELAUNAY	VAN GOGH
WASSILY KANDINSKY	GUSTAV KLIMT	PAUL KLEE	VINCENT VAN GOGH
CLAUDE MONET	NORBERTO MORETTI	PABLO PICASSO	VINCENT VAN GOGH
COOL COLORS	WARM COLORS	COMPLE- MENTARY COLORS	



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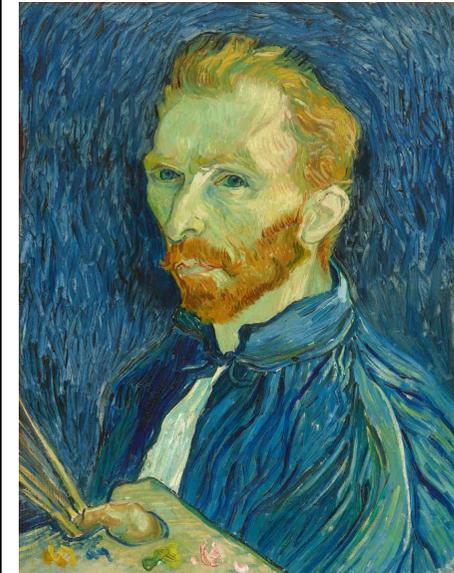
SERIE  
MARILYN  
MONROE



TREE AND  
ARCHITECT\_  
TURE



POLITICA  
DRAMA



SELF\_  
PORTRAIT



SQUARES  
WITH  
CONCENTRIC  
CIRCLES



NYPHHEAS



LANDSCAPE  
WITH DUCK  
IN THE SKY



IRISES



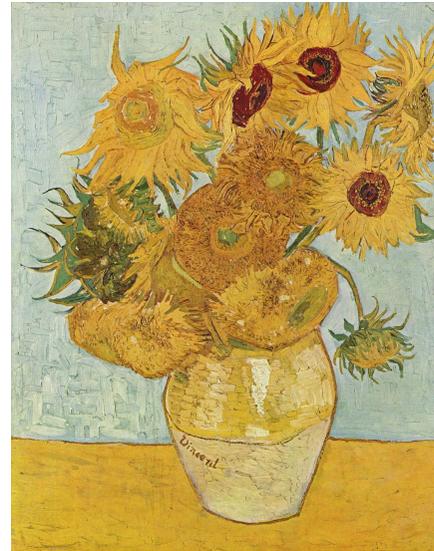
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ADELE  
BLOCH  
BAUER  
PORTRAIT



SENECIO



SUN\_  
FLOWERS



THE BLIND  
GUITARIST