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EF / EDUCATIONAL TOURS

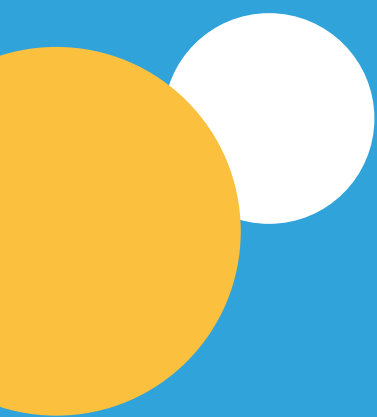# Creative Lessons To Open Classrooms & Minds To The World.

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Seventh Grade Lesson Plans

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LESSON PLAN TITLE

Student-Led Community Needs Assessment

DESIGNERS

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SUMMARY AND RATIONALE

Provide an overview of the lesson. Explain how it fits into the entire curriculum. This lesson encourages 7th graders to examine what is essential for effective and safe schools across the world and to consider the role of school as an "accountable and inclusive" institution.

GRADE

7th

TIME FRAME

45 minuntes

SUBJECTS

Social Studies
ESOL
Language Arts

INSTRUCTIONAL GOAL

Students will be able to…
• Explain what an SDG is
• Identify the components of SDG 16
• Audit their own community as a strong institution

STANDARDS

• **SDG 16: Peace, justice and strong institutions:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
  › 16.6 Develop effective, accountable and transparent institutions at all levels
  › 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels
  › 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance
  › 16.B Promote and enforce non-discriminatory laws and policies for sustainable development

• **Global Competencies**
  › Recognize Perspectives
  › Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives
  › Investigate the World
  › Identify an issue, generate questions, and explain its significance
  › Analyze, integrate, and synthesize evidence to construct coherent responses

UNDERSTANDING

• Schools as strong institutions
• Resources provided by schools
• Resources students need to attend school/learn/succeed

ESSENTIAL QUESTIONS

What two to four essential questions guide this lesson? These should be aligned with the understandings and stimulate inquiry and discussion. The questions inspire critical thinking. The questions inspire critical thinking and posting them here will serve to remind you to ask these questions.

• Why are schools important and necessary institutions?

• Without schools what would the world look like?

• What is necessary to have a strong school?

• Who is responsible for supplying the "stuff" needed to create and maintain a school?

• Why do schools need accountability?

• What would education look like without accountability?

• If gaps exist in supporting schools, what might be some solutions?

• How can we support strong schools across the world?

STUDENT LEARNING OBJECTIVES

• Cognitive Learning Objective
  › The learner is able to analyze and describe the strengths and weaknesses of institutions, their role and importance in society, and ways they need to be supported and held accountable.
  › The learner will generate solutions to institutions that have gaps in support or systemic problems.
  › The learner will examine, compare and contrast other institutions in society and how the institution provides justice, peace, and safety in our world.
• Socio-Emotional Learning Objectives
  › 4. The learner is able to reflect on the role of strong, effective institutions such as school and their meaningfulness in a peaceful society.
• Behavioral Learning Objective
  › 1.The learner is able to critically assess issues of peace, justice, inclusion, and strong institutions in their region, nationally, and globally.

ASSESSMENT

Describe assessment tools which could help teachers know whether students have achieved the intended objectives, include checklists, rubrics, tests and quizzes, informal checks for understanding.

DIAGNOSTIC ASSESSMENTS

• Observe students brainstorming to gauge concepts that students already have about school as a transparent institution. (#1 below)

FORMATIVE ASSESSMENTS

• Partner generated ideas and suggestions (#2 below)
• Monitoring group discussion (#3 below)

SUMMATIVE ASSESSMENTS

• Proposed solutions (#5 below)

SEQUENCE OF ACTIVITIES

List the sequence of events for this lesson. Include an opener (motivator), core events of the lesson and a conclusion. Indicate how students should be grouped and the question or provocation that will guide their work in each event.

1. As students walk into class have this question on the board: "Why do we have school?" Ask students to discuss with an elbow partner the reasons why we and others across the world have institutions called school. Capture the student's ideas on the board and generate a list of reasons why we have schools. [5 min.]

2. With a different partner (consider different ways to group students) ask: " What are some obstacles that would make it difficult to be ready for school each day; what do you need for school each day?" Give students a few minutes to generate ideas to share with the class. [5 min]

3. Split class into groups based on birth months and give each group a different school scenario or type where students don't have everything they need. Students will answer the following questions based on their scenario and then report back to the class. Findings can be gathered by the teacher on the

board or online using a shared spreadsheet so that students can see the comparison between areas. [20-25 min]

    a. Does the school appear to be safe? If not, what could be done to solve this?

    b. Is the school accessible to all children? If not, what could be done to solve this?

    c. Does the school have a conducive environment essential for learning? If not, what could be done to solve this?

    d. Does the school have materials (furniture, books, technology) necessary to be successful? If not, what could be done to solve this?

    e. Does the school have competent educators and support staff necessary? If not, what could be done to solve this?

    f. Is the school accountable to the community and other stakeholders? If not, what could be done to solve this?

4. Bringing It Home. Students are now asked to answer the same questions about their local schools. Students will reflect and offer suggestions and solutions to improve their own schools. [5 min]

5. Exit Slip: Say "Today, we have been focusing on school as one example of an institution that plays an important role in society. On the index card you were given write down other institutions that exist in our communities and nation and explain HOW they provide justice, peace, and safety in our world." [5 min]

List print or online resources that can support students in carrying out the activities.
- Comics that teach SDG's
http://www.comicsunitingnations.org/
- A guide to the SDG's for students and young people
SDG 16→ pg. 25
https://www.unicef.org/agenda2030/files/TWWW_A4_Single_Page_LowRes_English.pdf
- Poster that describes SDG 16
http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet_Page_17_Image_0001.jpg

List print or online resources that can help teachers prepare the lesson.

Resources for Strong Institutions Lesson:
- Create scenarios
Tell Global Education Statistics
https://www.globalpartnership.org/data-and-results/education-data
- Create scenarios
Show different classrooms around world
https://www.thisisinsider.com/school-classrooms-around-the-world-2017-7
- Create scenarios
Malala's Nobel Peace Prize Speech
https://www.malala.org/newsroom/malala-nobel-speech?gclid=EAIaIQobChMIsYzr2tul3wIVgSaGCh01xgNGEAAYASAAEgLH8_D_BwE
- Create scenarios
Show Education Index (data on education across the world)
https://en.wikipedia.org/wiki/Education_Index
- Create scenarios
Show Education Index over several years
http://hdr.undp.org/en/content/education-index
- Discusses Peace of Mind (Mindfulness)
https://teachpeaceofmind.org/peace-of-mind-at-lafayette/
- Create scenarios
SDG 16 description, facts/figures, links
https://www.un.org/sustainabledevelopment/peace-justice/
- "Storytelling For Action #ENDViolence In and Around Schools" Lesson Plan/Resources for Teachers
http://cdn.worldslargestlesson.globalgoals.org/2018/10/UNICEF-Comic-Contest1.pdf

Resources regarding SDG 16:
- Teaching the SDG's Handbook - SDG 16 → pg. 72
https://www.iau-hesd.net/sites/default/files/documents/teaching_the_sustainable_development_goals.pdf
- United Nations description of SDG 16
https://www.un.org/development/desa/disabilities/envision2030-goal16.html
- SDG 16 description, facts/figures, links
https://www.un.org/sustainabledevelopment/peace-justice/
- Blog dedicated to teaching SDGs
http://www.teachsdgs.org/blog
- Resources to teach SDG's
https://www.unicef.org/agenda2030/69525_82235.html
- Description of SDG by UNICEF
https://www.unicef.org/agenda2030/files/Global_goals_for_every_child_2_pager_Sept_2015_.pdf
- Description of SDG 16 by UNICEF
https://www.unicef.org/agenda2030/files/sdg16_peacejustice2_final.pdf

- Resources for SDG 16
http://worldslargestlesson.globalgoals.org/global-goals/peace-and-justice/
- Description of SDG 16
https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/01/16-00055p_Why_it_Matters_Goal16_Peace_new_text_Oct26.pdf
- Teaching the SDGs Guidebook - 16 → pg. 72
https://www.iau-hesd.net/sites/default/files/documents/teaching_the_sustainable_development_goals.pdf

EXIT TICKET RUBRIC			
	EXCEEDS	**MEETS**	**EMERGING**
NAMES OF OTHER INSTITUTIONS	Student is able to name at least three other institutions.	Student is able to name two other institution.	Student is able to name one other institution.
EXPLANATION OF HOW THE INSTITUTION PROVIDES JUSTICE, PEACE, AND SAFETY IN OUR WORLD	Student describes in detail how the institution meets all these criteria.	Student describes in some detail how the institution meets some of these criteria.	Student describes in brief or non-complete terms how the institution meets the criteria.
EXAMPLES USED TO SUPPORT IDEA	Student uses numerous examples to support his/her idea.	Student uses a few examples to support his/her ideas.	Student does not support ideas with any examples.