Creative Lessons To Open Classrooms & Minds To The World.

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Seventh Grade Lesson Plans
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Student-Led Community Needs Assessment

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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.

**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**

**GRADE**

7th

**TIME FRAME**

45 minutes

**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

**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?
- 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]

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### RESOURCES FOR STUDENTS

List print or online resources that can support students in carrying out the activities.

- Comics that teach SDG's
- A guide to the SDG's for students and young people
  SDG 16 → pg. 25
- Poster that describes SDG 16
  [http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet_Page_17/Image_0001.jpg](http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet_Page_17/Image_0001.jpg)

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### RESOURCES FOR TEACHERS

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

#### Resources for Strong Institutions Lesson:

- **Create scenarios**
- Tell Global Education Statistics
- **Create scenarios**
- Show different classrooms around world
- **Create scenarios**
- Malala’s Nobel Peace Prize Speech
  [https://www.malala.org/newsroom/malala-nobel-speech?gclid=EAIaIQobChMIslYzr2ul3IvG5sGCh01xgNGEAYAAPAAEgLH8_D_BwE](https://www.malala.org/newsroom/malala-nobel-speech?gclid=EAIaIQobChMIslYzr2ul3IvG5sGCh01xgNGEAYAAPAAEgLH8_D_BwE)
- **Create scenarios**
- Show Education Index (data on education across the world)
  [https://en.wikipedia.org/wiki/Education_Index](https://en.wikipedia.org/wiki/Education_Index)
- **Create scenarios**
- Show Education Index over several years
- **Discusses Peace of Mind (Mindfulness)**
- **Create scenarios**
- SDG 16 description, facts/figures, links
- **“Storytelling For Action #ENDViolence In and Around Schools” Lesson Plan/Resources for Teachers**

#### Resources regarding SDG 16:

- **Teaching the SDG’s Handbook - SDG 16 → pg. 72**
  [https://www.tau-hesd.net/sites/default/files/documents/teaching_the_sustainable_development_goals.pdf](https://www.tau-hesd.net/sites/default/files/documents/teaching_the_sustainable_development_goals.pdf)
- **United Nations description of SDG 16**
- **SDG 16 description, facts/figures, links**
- **Blog dedicated to teaching SDGs**
  [http://www.teachsdgs.org/blog](http://www.teachsdgs.org/blog)
- **Resources to teach SDGs**
  [https://www.unicef.org/agenda2030/69525_82235.html](https://www.unicef.org/agenda2030/69525_82235.html)
- **Description of SDG by UNICEF**
- **Description of SDG 16 by UNICEF**
- Resources for SDG 16
- Description of SDG 16
- Teaching the SDGs Guidebook - 16 → pg. 72
  https://www.iau-hesd.net/sites/default/files/documents/teaching_the_sustainable_development_goals.pdf

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<td><strong>NAMES OF OTHER INSTITUTIONS</strong></td>
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<td><strong>EXPLANATION OF HOW THE INSTITUTION PROVIDES JUSTICE, PEACE, AND SAFETY IN OUR WORLD</strong></td>
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<tr>
<td><strong>EXAMPLES USED TO SUPPORT IDEA</strong></td>
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