THE 17 SDGs

AS CORE TOPICS FOR YOUR PROJECTS

17 SDG Jigsaw /expert reading

Give a number, 1 to 4 to each participant
1 to 4 are base groups

Numbers 1 gather together EXPERT **GROUP 1**
Numbers 2 gather together EXPERT **GROUP 2**
Numbers 3 gather together EXPERT **GROUP 3**
Numbers 4 gather together EXPERT **GROUP 4**

YOU'LL BECOME EXPERTS ON 4 SUSTAINABLE DEVELOPMENT GOALS

To do list

1. MATCH each icon with its definition

2. REPHRASE each definition with your own words

3. BASE GROUPS:
   Round Robin or The STORY CIRCLE approach from PISA

4 . Our base group is now familiar with all the 17th SDGs

The 17 SDG as CORE TOPICS for your projects

Go back to your **EXPERT GROUP** and BRAINSTORM **possible TOPICS related to your initial 4 GOALS.**

SHARE your topics on

ANSWERGARDEN

https://answergarden.ch/1118739

AnswerGarden

THE 17SDG - CORE TOPICS FOR YOUR PROJECTS

Type your answer here...

20 characters remaining

1 2 7 13-social gard

7. saving energy 10. closing the gap

3 mental health 15 animal conservati

2. cooking with kids 12 local consumption

16 uncrc 4 clil / tech g 14 pollution ov. fis

12 waste & recycling 9 sustainability

5 ecosystems 6 save water 9 innovation

11 renewable energy gender equality

5 news/ corren

FROM TOPICS
TO DRIVING QUESTIONS

HINTS to formulate good driving questions:

Role-Oriented: How do I as a scientist design an experiment to debunk a common scientific myth?

Product-Oriented: How do we create a podcast to debunk myths and stereotypes of world religions? How do I create a marketing plan for a local business?

Philosophical or Debatable: Should we build a new highway in the proposed area?

Focus on Action: Think about using powerful, action-oriented verbs: convince, create, advocate, change, design..

According to EDUTOPIA https://www.edutopia.org/article/search-driving-question

HINTS to formulate good driving questions

Try a Round Robin

Open ended

Give the Question to a Student and see his/her reaction.

Create the Question With Students.

According to EDUTOPIA https://www.edutopia.org/article/search-driving-question

CRAFTING OPEN ENDED DRIVING QUESTIONS

QUESTION STARTER	CHALLENGE	AUDIENCE
HOW CAN WE	PLAN A SCHOOL EVENT	TO RAISE MONEY FOR SAVE THE CHILDREN NGO?
LET'S	DESIGN NEW BINS	IN ORDER TO RECYCLE BETTER
WHY	...	

THINK of possible DRIVING QUESTIONS for the topics proposed

WHAT HAVE WE COVERED SO FAR?

- ✓ **CATCHY TOPICS**
- ✓ **DRIVING QUESTIONS**
- ✓ **AUDIENCE**
- ✓ **PBL**
- ✓ **BACKWARDS PLANNING**
- ✓ **17 SDGs**

- ✓ **COLLABORATIVE ACTIVITIES**

THINK PAIR SHARE

JIGSAW READING

ROUND ROBIN

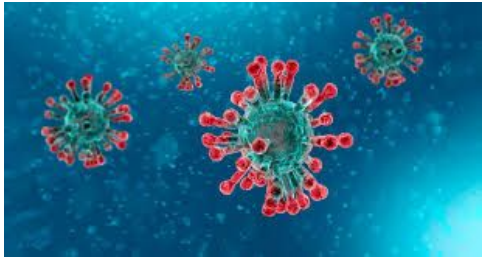
COLLABORATIVE DOC

SHARING IDEAS WITH ICT TOOLS

Activating Session A

Teacher presents a photo related to **coronavirus**. Teacher tells students that this is affecting the population in China but also in other places in the world. Teacher says that this is so relevant that it is a good moment to start a **project** and learn about **viruses**.

Teacher hands in a copy of a text talking about viruses and a set of **questions** to foster some **previous knowledge.**



Activating Session B

Who is in this picture?

Where are they?

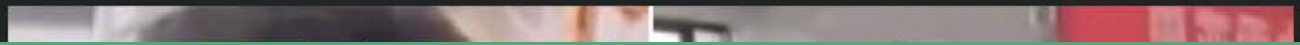
Where are they going?

Why are they wearing a plastic bottle on their heads?

Others ...

KEEP YOUR HAT ON Terrified passengers wear PLASTIC BOTTLES and motorbike helmets to protect themselves against coronavirus

Qin Xie
29 Jan 2020, 10:11 | Updated: 29 Jan 2020, 14:27



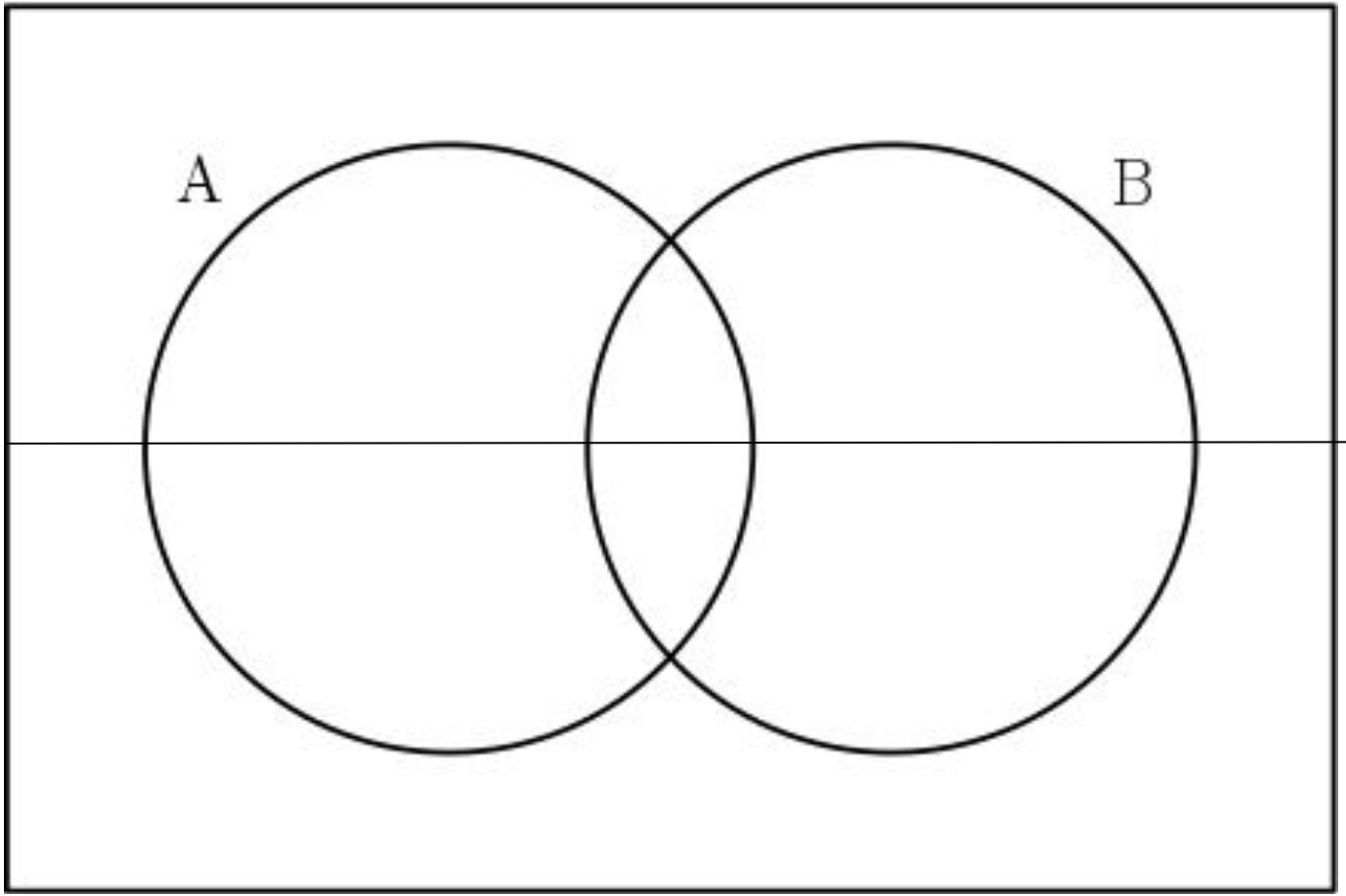
What does the teacher do in situation 2?

Teacher presents the driving question and the final product

DQ:
HOW CAN WE PROTECT OURSELVES AGAINST VIRUSES?

FINAL PRODUCT:
ADVERTISING CAMPAIGN AT SCHOOLS AND FAMILIES TO REDUCE ILLNESSES AMONG STUDENTS

Weaknesses and strengths of each activating session



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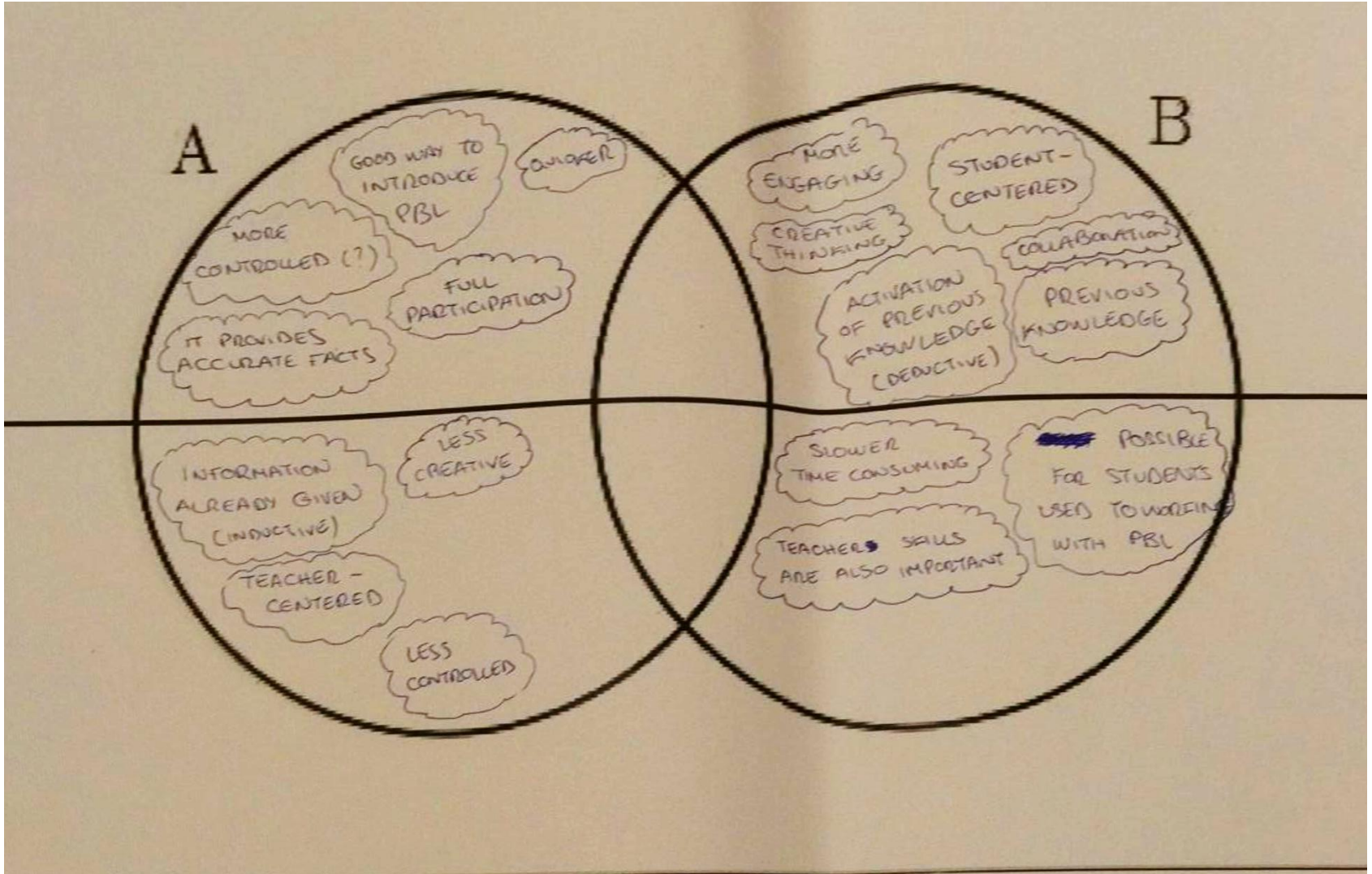
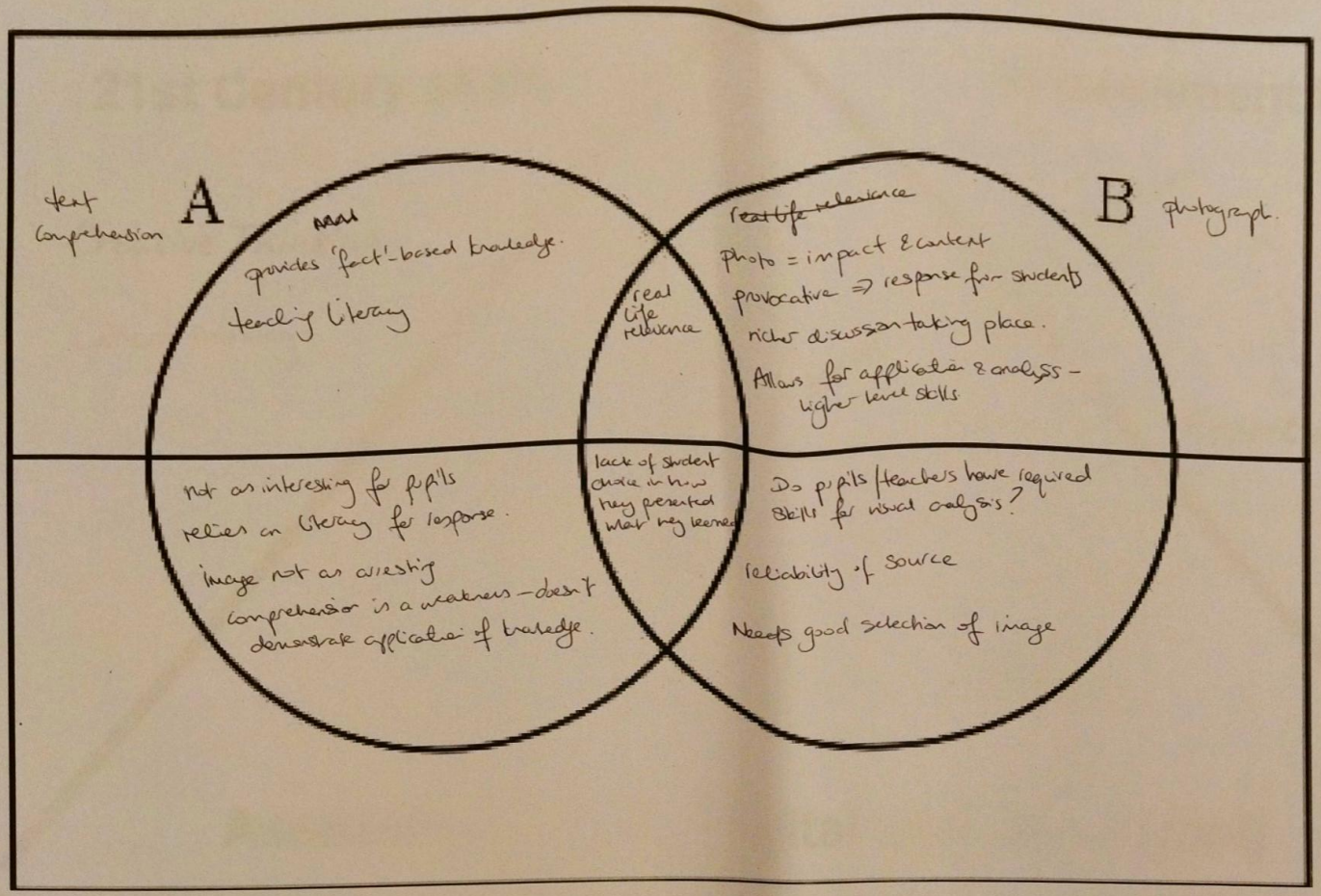
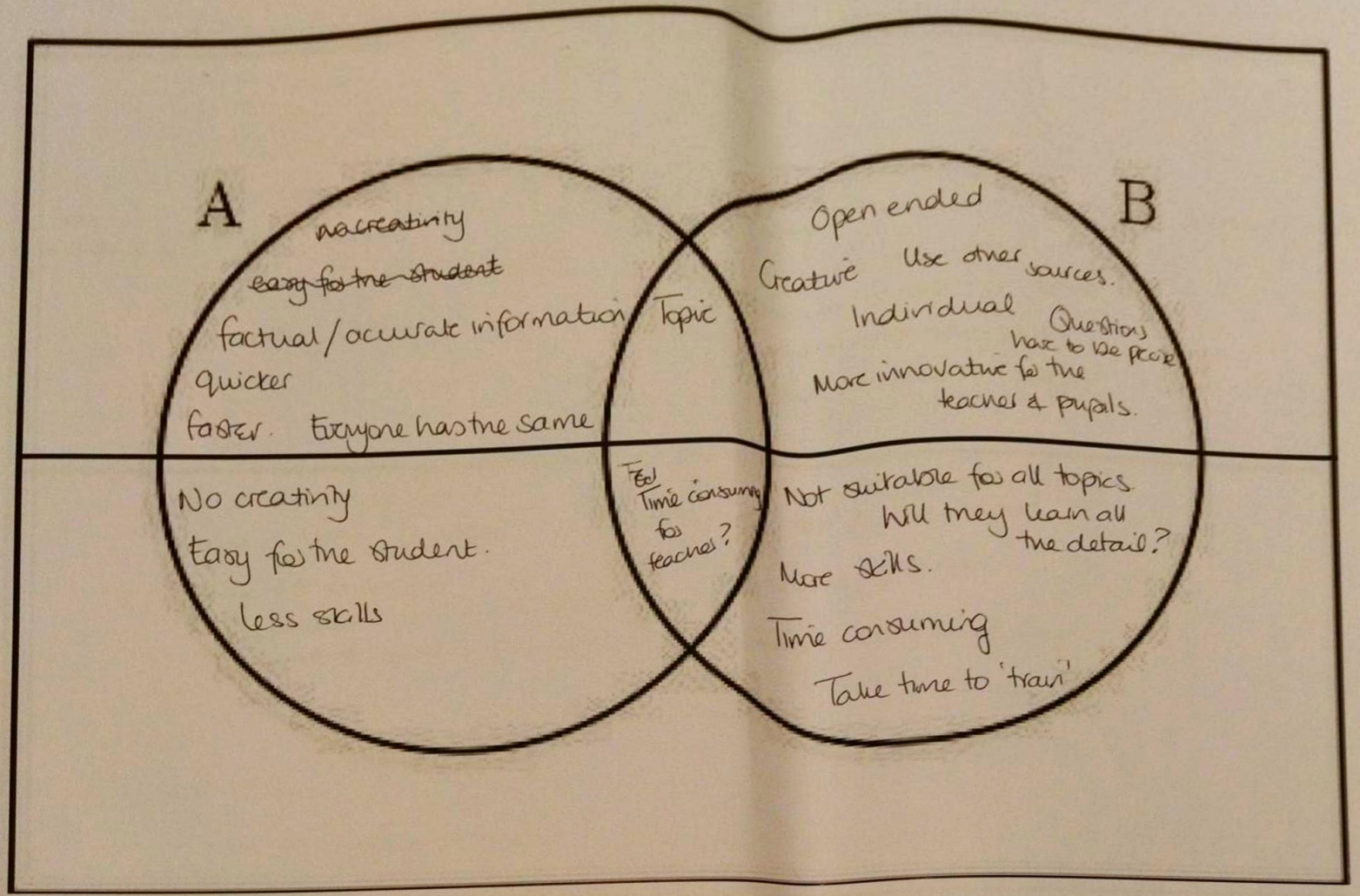

A
GOOD WAY TO INTRODUCE PBL
QUICKER
MORE CONTROLLED (?)
FULL PARTICIPATION
IT PROVIDES ACCURATE FACTS
INFORMATION ALREADY GIVEN (INDUCTIVE)
LESS CREATIVE
TEACHER - CENTERED
LESS CONTROLLED
B
MORE ENGAGING
STUDENT - CENTERED
CREATIVE THINKING
COLLABORATION
ACTIVATION OF PREVIOUS KNOWLEDGE (DEDUCTIVE)
PREVIOUS KNOWLEDGE
SLOWER TIME CONSUMING
POSSIBLE FOR STUDENTS USED TO WORKING WITH PBL
TEACHER'S SKILLS ARE ALSO IMPORTANT


text comprehension
A
MAT
provides 'fact'-based knowledge.
teaching literacy
real life relevance
B
photograph.
real life relevance
Photo = impact & context
provocative ⇒ response from students
richer discussion taking place.
Allows for application & analysis – higher level skills
not as interesting for pupils
relies on literacy for response.
image not as arresting
comprehension is a weakness – doesn't demonstrate application of knowledge.
lack of student choice in how they presented what they learned
Do pupils/teachers have required skills for visual analysis?
reliability of source
Needs good selection of image

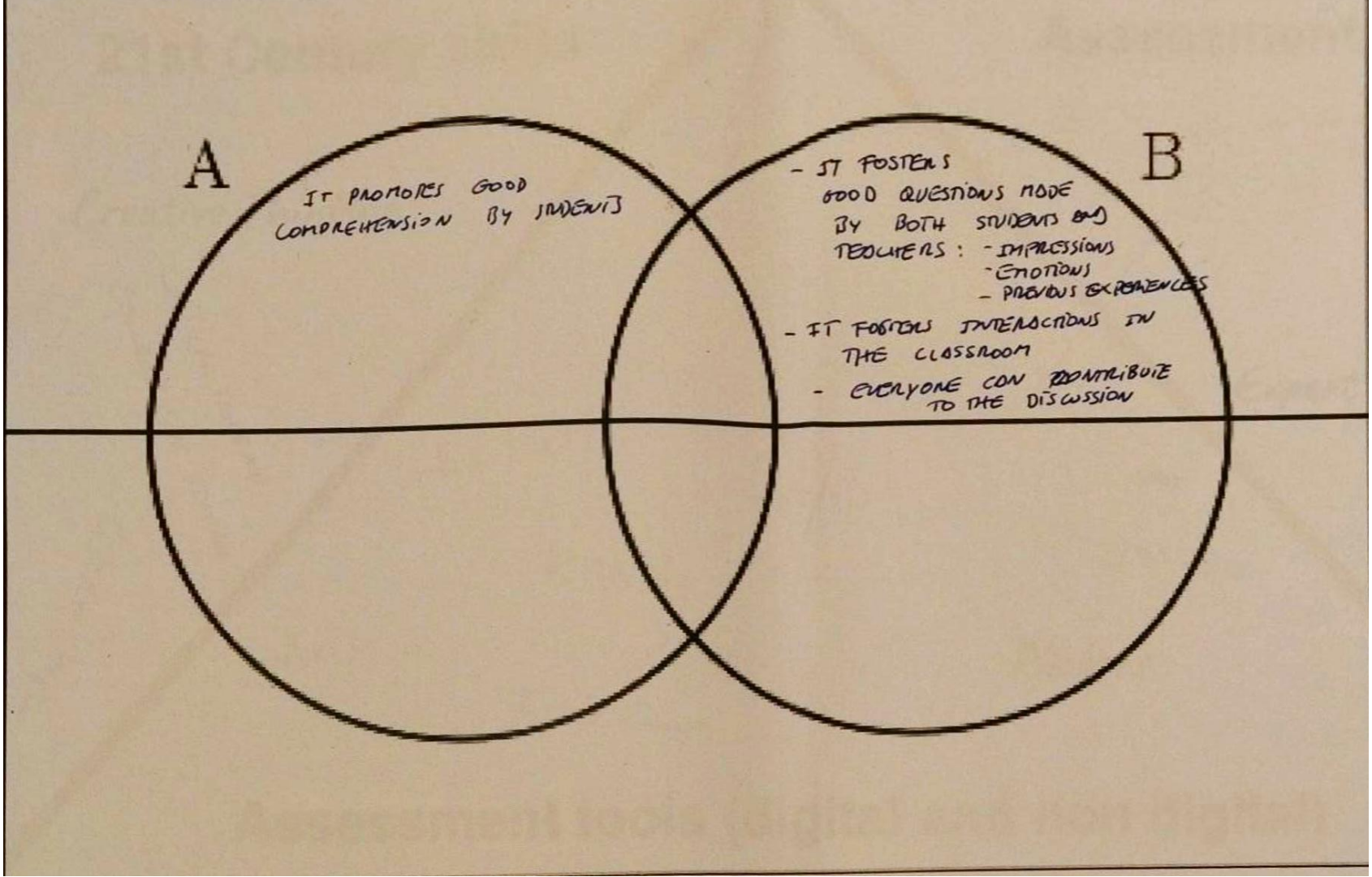
S

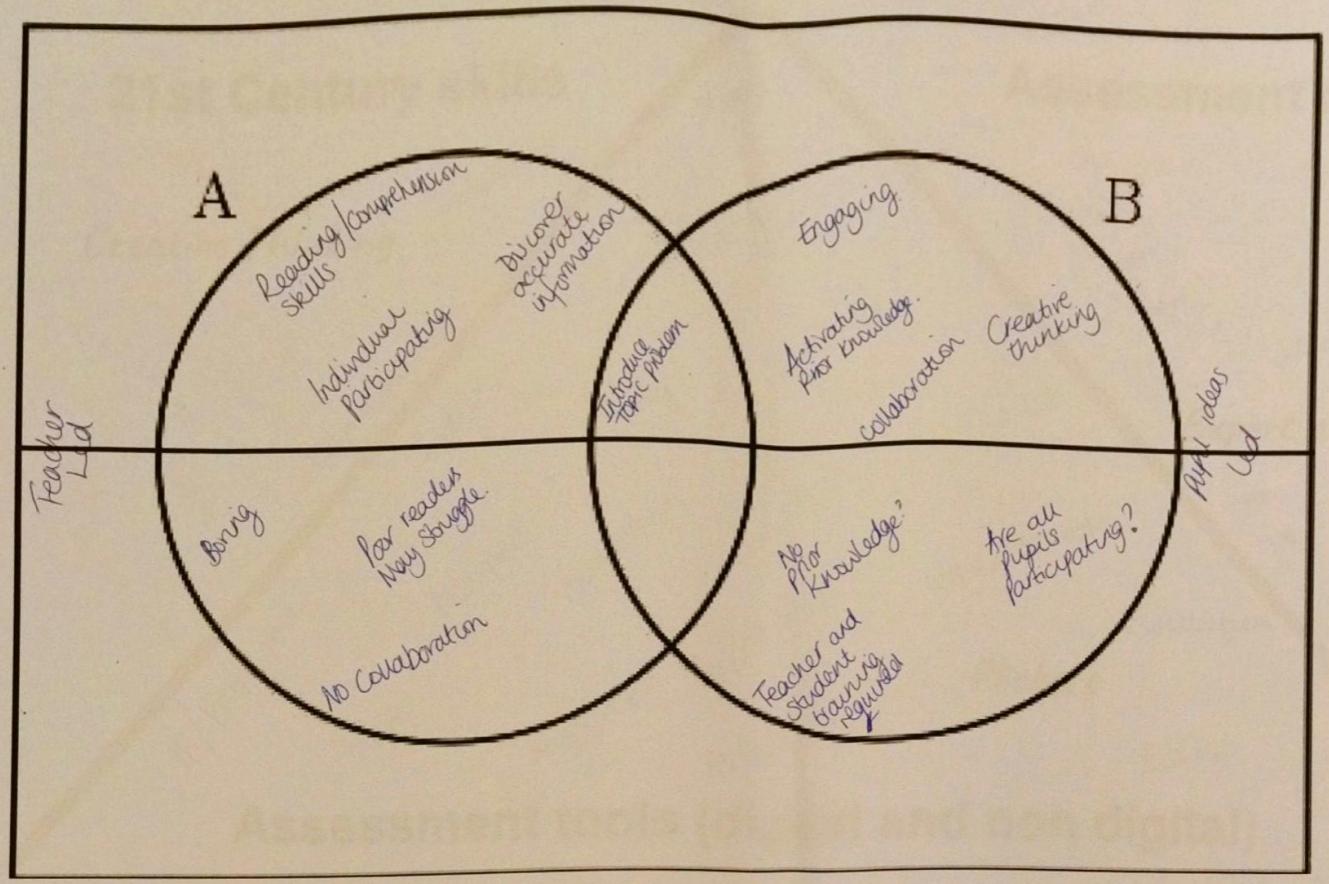
W


A
no creativity
~~easy for the student~~
factual / accurate information
quicker
faster. Everyone has the same
Topic
B
Open ended
Creative
Use other sources.
Individual
Questions have to be prepared
More innovative for the teacher & pupils.
No creativity
Easy for the student.
Less skills
Fact
Time consuming for teacher?
Not suitable for all topics.
Will they learn all the detail?
More skills.
Time consuming
Take time to 'train'

S

W


A
IT PROMOTES GOOD COMPREHENSION BY STUDENTS
B
- IT FOSTERS GOOD QUESTIONS MADE BY BOTH STUDENTS AND TEACHERS: - IMPRESSIONS - EMOTIONS - PREVIOUS EXPERIENCES
- IT FOSTERS INTERACTIONS IN THE CLASSROOM
- EVERYONE CAN CONTRIBUTE TO THE DISCUSSION


A
B
Reading/Comprehension skills
Individual participating
Discover accurate information
Introduce topic/problem
Engaging
Activating prior knowledge
collaboration
Creative thinking
Teacher Led
Pupil ideas led
Boring
Poor readers may struggle
No Collaboration
No prior knowledge?
Teacher and student training required
Are all pupils participating?
S
W

After "activiting sessions" teachers

PRESENT DRIVING QUESTION

FINAL PRODUCT PROPOSAL

OBJECTIVES AND CONTENT OF THE TEACHING UNIT

ASSESSMENT CRITERIA

CAN YOU PROVIDE OTHER EXAMPLES?

A **CAMPAIGN** TO PROTECT AND CREATE GREEN AREAS TO BE SHARED WITH THE SCHOOL COMMUNITY AND TOWN HALL

A **VIDEO** SHOWING CAUSES, CONSEQUENCES OF CLIMATE CHANGE AND ACTIONS THAT CAN BE CARRIED OUT TO STOP CLIMATE CHANGE

AN **EXHIBITION** OF IMPORTANT SCIENTIFIC WOMEN AND THEIR CONTRIBUTIONS TO HELPS OTHERS

A **PERFORMANCE** TO RAISE AWARENESS AND STOP SOCIAL INEQUALITIES

...

WHAT IS CREATIVE THINKING?

"... **the competence to engage productively in the generation, evaluation and improvement of ideas, that can result in original and effective solutions, advances in knowledge and impactful expressions of imagination.**"

FINAL PRODUCTS = CRITICAL AND CREATIVE THINKING

PISA 2021 CREATIVE THINKING FRAMEWORK (2019)

" (...) students in all contexts and across all levels of education need to learn how to engage productively in the practice of generating ideas, how to reflect upon ideas by valuing both their relevance and novelty, and how to iterate upon ideas until they reach a satisfactory outcome."

(...)Plucker, Beghetto and Dow (2004[5]) define creativity as "the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context"