

**TEACHER NOTES**

# WHAT DECISIONS WOULD YOU MAKE AS A LEADER IN THE WORLD?

Learners activate their prior knowledge and understanding about sustainability and sustainable development. They investigate and sort Sustainable Development Goals (SDGs), before using them as a basis to consider how sustainability is important to the local area. Learners explore their locality and identify issues relating to sustainability and the SDGs, gathering evidence to demonstrate the issue and identify the main causes and effects of these issues. They focus on one issue and consider and plan what action they could take to help solve the problem. Learners follow the plan, monitor progress, reflect on the process, considering what worked and what didn't, before exploring how they might share their actions to a wider audience. Learners consider and prioritise the SDGs on a national level and make links to the well-being goals outlined in the Future Generations Act. They are challenged to prioritise the SDGs as if they are the leader of the whole world and to justify their reasoning.

## CURRICULUM FOR WALES

### Areas of Learning and Experience explored:

- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

## RESOURCES

Internet enabled device and internet access.

Means of recording sights and sounds, e.g. tablet, smart phone, paper and pencils, etc.



## DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the [Countryside Code](#) is adhered to and any relevant risk assessments have been carried out with risks mitigated.

### TASK 1

## WHAT IS SUSTAINABLE DEVELOPMENT?

Explain to learners that they are going to try and work out what is meant by sustainability and sustainable development. They will investigate and sort the Sustainable Development Goals (SDGs).

### Screen 3

Invite learners to access the first screen, designed to activate their prior knowledge and understanding. Ask them to consider the questions posed.

#### Focus questions

- What do you think 'sustainability' means?
- Where have you heard the term 'sustainable'? What was it referring to?
- Have you ever used the term 'sustainable'? What were you referring to?

### Screen 4

Show learners the three images related to sustainability. Ask them to select two of the images and to complete the following sentence for each image.

**This image is related to sustainability because...**

### Screen 5

Explain to learners that life on Earth is a balance between what humans want and need and what the Earth can afford to give us without becoming too damaged. We need to develop the Earth sustainably so that our children and their children can live in a better future.

Invite learners to read a definition of Sustainable Development from the United Nations. **‘Sustainable Development is how we must live today if we want a better ....., by meeting present ..... without compromising the ..... of future ..... to meet their needs’.**

Ask learners to fill in the blanks so that the sentence makes sense. The following four words are given on the screen to support learners: generations; needs; chances; tomorrow.

### Screen 6

Show learners the same three images related to sustainability. Ask them to consider which of the three images best represents Sustainable Development and to explain their reasoning.

### Screen 7

Explain that in 2015, world leaders agreed to 17 Sustainable Development Goals (SDGs) for a better world by 2030. Three of the SDGs are given to learners: Quality Education, Life below water and Sustainable cities and communities.

Invite learners to discuss the questions posed.

#### Focus questions

- How many of the other SDGs do you know?
- If you are unsure of other SDGs, what do you think they might be?

Encourage learners to make a list of any SDGs that they already know and then add to their list any other things that they think should be included in the SDGs.

### Screen 8

Ask learner to watch the video [Do you know all 17 SDGs?](#) (about 1 minute and 30 seconds) and to check the SDGs against their list and include any they have missed.

### Screen 9

Learners are informed that the Sustainable Development Goals have the power to end poverty, fight inequality and reduce climate change. They are asked to sort the SDGs into the following three categories:

Economy

Society

Environment

Here's the list of 17 SDGs:

1. No Poverty
2. Zero Hunger
3. Good Health And Well-being
4. Quality Education
5. Gender Equality
6. Clean Water And Sanitation
7. Affordable And Clean Energy
8. Decent Work And Economic Growth
9. Industry, Innovation, And Infrastructure
10. Reduced Inequalities
11. Sustainable Cities And Communities
12. Responsible Consumption And Production
13. Climate Action
14. Life Below Water
15. Life On Land
16. Peace, Justice, And Strong Institutions
17. Partnerships For The Goals

### Screen 10

Invite learners to look back at their sorting table and consider the questions posed.

#### Focus questions

- Do any of the SDGs fit into more than one category? Which ones?
- Compare your sorting with others' in the class. Did all the groups categorise the SDGs in the same way?
  - o What were the differences?
  - o Why might there be differences?

### Screen 11

Learners are asked to sort the SDGs again, this time using a blank Venn diagram that is provided. Prompt them to consider the question asked.

#### Focus questions

- How does using a Venn diagram help you to sort the SDGs?

## TASK 2

## HOW IS SUSTAINABILITY IMPORTANT IN THE LOCAL AREA?

Explain to learners that they are going to have the opportunity to talk to people from local organisations about sustainability in the local area. Then, they will survey the local area to look for issues relating to sustainability and the SDGs.

### Screens 3-4

Inform learners that you will arrange a trip to a local organisation or will invite people into school to talk about sustainability in the local area. Local organisations and people might include local councillors, charities, companies, etc.

Explain to learners that before they talk to people about sustainability in the local area, they need to think about what questions they might ask.

Invite them to list as many questions as they can and to remember a good question is an open question. If they ask closed questions (with definite answers, e.g. 'yes' or 'no'), learners will need to think about supplementary questions.

### Screen 5

Learners are asked to review their notes from the interviews and to discuss the questions posed.

#### Focus questions

- Which areas of sustainability were discussed?
- How could you categorise the areas of sustainability into the economy, society and the environment?
- Looking at the SDGs again, which ones do you think were touched upon? How?

### Screen 6

Inform learners that you will take them out around the school and local area to look for issues relating to sustainability and the SDGs. Before you take the learners out, invite them to discuss the questions posed.

#### Focus questions

- Have you noticed any issues already? If so, what are they?
- What types of issues do you expect to find? Are these to do with the economy, society or the environment?

### Screen 7

Invite learners to explore the 'talking heads' screen. Ask them to consider what these learners noticed and which of the SDGs are relevant in each case.

## Screens 8-9

Provide learners with the instructions about what they will need to do when outside. Learners are informed that they will need to:

- collect evidence to demonstrate the issue(s), e.g. photos, videos, audio recordings, sketches
- use a map to locate where you noticed the issue
- make notes about what you think are the main causes and effects of each issue.

Then, take the learners outside to investigate their local area.

## Screen 10

Provide learners with the simple 'cause and effect map' and ask them to use it to explore the issue they noticed in more depth. Invite them to write down their issue in the centre of the map and encourage them to:

- Think about factors that might be causing it and write some on the left. (There may be more or less than three factors).
- Think about the impact that issue has on people, the environment, wildlife, community and to write these thoughts on the right.
- Connect with arrows.
- Make a cause and effect map for each issue they noticed.

## Screen 11

Invite the learners to look at the cause and effect maps they have created and to discuss the questions posed.

### Focus questions

- Can each issue be linked clearly to particular SDGs? Which one(s)?
- Which issue(s) make you want to do something about them? Why?
- Look at the causes of the issues. Which causes do you think you should focus on?
- Select **one** issue you want to focus on to take action.
- What ideas do you already have about action you could take as a group to help the issue? Make a mind map of your ideas.

## Screens 12-14

This series of three screens is designed to encourage learners to consider a range of suggestions about what they could do to get a better understanding of the issue.

After exploring each suggestion, invite learners to add to their mind map.



**Speak to somebody** – invite learners to discuss the questions asked.

**Focus questions**

- Who could you talk to? Why would that help you?
- How could you contact them? Why do it like this?
- What questions could you ask them? Why?
- How will you record what they say?

**Use the internet for research** – invite learners to consider the questions posed.

**Focus questions**

- Which search engine or AI will you use? Why?
- What are the key search terms/prompts to use?
- What type of websites will be the best to look at, why?

Local newspapers might be a good starting point.

**When evaluating information from the internet** – invite learners to discuss the questions posed.

**Focus questions**

- How reliable do you think the information is?
- Could the information be biased? Why do you think that?
- How could you find out other views?

**Design a survey** – invite learners to consider the questions posed.

**Focus questions**

- What do you want to find out?
- Who do you want to survey?
- What questions will you ask?
- How will you distribute your survey?
- How will you analyse the responses?

## Screen 15

The final screen in this task offers learners a chance to use one or more of the nine sentence starters provided to reflect on the task - I understood the issue better when...; One thing that needs to change here is...; One of the key causes of our issue is...; A good way to find out more about this could be...; Our research has made me realise...; After my online research, I now understand...; I've seen something like this before when...; One thing I still don't understand is....

## TASK 3

## HOW CAN WE TAKE ACTION ON LOCAL PROBLEMS RELATING TO SDGS?

Explain to learners that they will now consider how to take action to solve the issues found around sustainability and the SDGs in the local area. They will deliver their plan to try and improve the situation.

### Screen 3

The first screen outlines a process learners are invited to use to plan how to take action on their issue: Clarify causes of the issue; Develop a plan; Put the plan into action; Reflect on action taken.

Encourage them to clarify their understanding of the issue by discussing the questions posed in small groups.

#### Focus questions

- What is the issue you are trying to take action on?
- How would you explain the causes of the issue?
- How can you draw a picture or a diagram that might help you understand the issue?
- Is there enough information to enable you to take action? If not, what else do you need to know? Why? How will you find out?

### Screen 4

Ask learners to review their mind map from Task 2.

Encourage them to brainstorm ideas about how they could take action on the issue. At this stage, learners should not evaluate their ideas – just list as many creative suggestions as possible.

Invite learners to review their ideas and to decide on the best and most workable idea by considering the questions posed.

#### Focus questions

- Which idea(s) are most achievable/realistic?
- Which idea(s) can we work together on without depending too much on adults?
- Which ideas get right to the cause(s) of the issue?
- Which idea(s) are likely to have the impact you want?

### Screen 5

Provide learners with a simple sequencing map, which each individual learner should use to make a plan.



## Screen 6

Invite each learner to explain their plan to the rest of the group. Ensure that nobody interrupts a learner whilst they are explaining their plan.

Ask each learner to listen carefully to the plans of their peers and to write down:

- Something they like about their plan.
- A suggestion that might make the plan better.
- A question about the plan.

After each person has introduced their plan, the other group members can give their comments and ask their questions. The group needs to choose one of the individual plans to put into action as a group. Try to make sure everybody in the group is in agreement!

## Screens 7-8

Invite learners to put their plan into action. Prompt them to remember:

- Try to keep your plan simple, realistic and achievable.
- You might not change the world! This may just be a small, first step in something much bigger.
- Work together as a team. Collect evidence (photos, videos, sound recordings) of what you do along the way. Store this digitally on a shared platform.
- Monitor how your plan is going along the way.
- Be flexible and change your plan if you see it is not working out.

## Screen 9

Encourage learners to take their time to reflect and look back at what they have done and to consider what worked and what didn't. Explain to learners that this will enable them to predict relevant strategies to use to plan and take action on issues in the future. Invite them to discuss the questions posed.

### Focus questions

- Which parts of the plan worked?
- Which parts of the plan didn't work as well? Why?
- How did you change the plan along the way? Did these changes help? How?
- What sort of impact have your actions had so far?
- How can you monitor how effective your actions are over the next few weeks/ months?
- What else could you do to take this further? How might this help?

### Screen 10

Engage learners in the process of sharing evidence of their actions. Invite them to create either a poster; infographic; scrapbook or report about their action and to remember to explain and illustrate:

- Why they chose to focus on this issue and how it links to the SDGs.
- What action(s) they took.
- The impact(s) of what they did.
- Any next steps they might take on this issue.

### Screen 11

Encourage learners to explore how they might share their actions to a wider audience by following these steps.

- Find out how to get an article published in a local newspaper.
- Review articles already in the newspaper and write a list of common features.
- Write an article for the newspaper, using images.
- Send your article digitally to the newspaper and ask for it to be published.

## TASK 4

### WHAT WOULD YOU PRIORITISE AS A LEADER IN THE WORLD?

Explain to learners that they are now going to revisit the SDGs and prioritise them for Wales before thinking more globally as a world leader.

#### Screen 3

Encourage learners to use what they have found out in their action project and their knowledge and understanding of Wales to look again at the 17 Sustainable Development Goals and discuss the question posed.

#### Focus questions

- Which goals would you focus on if you were the First Minister of Wales? Why?

Invite learners to choose 6 SDGs they see as the most important for Wales and to be ready to justify their choices to the class.



### Screen 4

Explain to learners that Wales has made a commitment to sustainable development through the Well-Being of Future Generations Act. The Act outlines the following 7 well-being goals for a more sustainable Wales:

Prosperous

Resilient

Healthier

More equal

Cohesive communities

Vibrant culture and thriving Welsh language

Globally responsible.

### Screen 5

Provide the titles of the 7 well-being goals along with the separate paragraphs that describe each one. Challenge learners to read each paragraph and match it to the correct title.

### Screen 6

Invite learners to select which of the 7 well-being goals they think is the most important one and to create a Tweet/X to encourage others to think about this well-being goal. Explain that they can use a maximum of 280 characters.

### Screen 7

Challenge learners to prioritise the SDGs as if they were the leader of the whole world. Encourage them to discuss the questions posed.

#### Focus questions

- What else do we need to consider when looking at the SDGs across the world? Why?
- How might SDG priorities differ across the world? Why?

### Screens 8-9

Explain that you want them to use a Priority Seesaw for this activity and that they will need to justify their choices to the class. You should collate and share the class scores, inviting learners to discuss the questions asked.

#### Focus questions

- How similar are the class scores to yours?
- What is different about your scores and those of the class?
- Having reviewed the class scores and others' justifications – how has your thinking changed? Why has it changed?

### Screen 10

Provide learners with a reflection triangle and encourage them to make use of it when they think about how they prioritised the SDGs as a World Leader.

Invite learners to start at the base of the triangle and think about the ways they worked: individually, groups, online, paired work. Then, to consider the strategies they used from: reading, researching, drawing, reviewing prior work, classifying, discussing, making prototypes, using models, using examples, making lists. They can also suggest other strategies used. Finally, ask learners to consider which strategies worked the best. This latter information will be useful for similar future activities.

Encourage learners to drag and drop the terms to show their thinking and to consider what other strategies they used.

