

LESSON PLANS

Methodological recommendations

The lesson plans and tasks recommended for working on the SDGs do not necessarily build on each other. As the sustainability subject itself is diverse, it gives the teacher the opportunity to select topics that have already been covered in previous lessons in the subject or, for example, because related events are currently happening in the world.

The lesson plans and exercises below are therefore only a starting point for the teacher to develop lessons on his/her own from the topics that arise.

Some of the exercises are not directly linked to one Sustainable Development Goal but are primarily related to the topic - some are interconnected and have to be developed as such. This is also reflected in the methodological recommendations here: often the aim is precisely to get children or the teacher to do research on certain related topics beforehand.

The primary methodological aspect is to support learning through personal experience, including the collection of information.

1. TOPIC: WATER ISSUES

Development objective: to promote solution-focused thinking, developing solution strategies.

SDG: No 6, No 14

Duration: 1 lesson + ca. 2 hours homework

Preparation activity: (1 big jug and students' own bottles / mugs needed)
creating a personal experience of what it's like not to have easy access to water.

Visualization exercise: (2min, with eyes closed)

"What would it be like to live in a world without enough water? Imagine living in an area where there is a temporary water shortage. There is an important burst pipe, which simply cannot be repaired quickly for technical reasons, and so for the following weeks the whole village has to go to an alternative water source, a well 5 kilometers away, to fetch water. Water has to be boiled at home before consumption to make it safe."



Put a large jug of water on the teacher's desk. Have the students walk to the jug with a full backpack. Do not discuss who will leave when. Fill their mugs and glasses with water and go back to their seats.

Discussion: (whole class)

How much water did you get? How did it feel to go and stand in line for water with a heavy load on your back? What thoughts do you have about this exercise? What can it be like to live in a world where getting enough water is a daily challenge?

After this the following exercise comes:

Time	Title and description of block	Tasks to be accomplished	Methodology / form of work	Tools / preparation
15 min	Lack of water - issues	Watch summary of Zero Day Capetown: https://www.youtube.com/watch?v=XxZAqswJfL4 - list restrictions that were made	practical task, whole group	internet, projector - smartboard
5 min	Collecting your own ideas for water solutions	Is water scarcity only a topic relevant for countries in the Global South? Brainstorming: what we can do to reduce water consumption	whole group	board, markers
15 min	Planning a complex solution	Choosing from the above ideas, small groups develop an action plan and present it to each other	work in small groups, presentation for whole group	wrapping paper or flipchart paper or A3 paper for posters, colored markers, writing tools
5 min	Summary, closing	Choose one action plan or put together one from the presentations that everyone in class will follow	whole group	board, markers



2. TOPIC: GREEN ENERGY

Development objective: to promote solution-focused thinking, reflecting on own community solution proposals, developing critical thinking

SDG: No 7, No 9

Duration: 1 lesson

Preparation/homework: students read an article beforehand <https://www.eea.europa.eu/signals-archived/signals-2022/articles/secure-affordable-and-clean-energy> - (also available in Hungarian, Polish and German)

Time	Title of block, description	Aim of block, tasks to be carried out	Methodology/ form of work	Tools / preparation
5 min	Tune in	What are the main sources of the energy consumed in the EU? Make you guess on a flipchart	whole group discussion	Board / flipchart or online idea collection tool (e.g. mentimeter)
20 min	Energy resources	present an overview of the real share of energy sources https://www.eea.europa.eu/ds_resolveuid/4fdc08358bee4ea29590a68fb0dd4b02 and discuss advantages and risks of the respective sources.	small group research	a device with internet access for all groups wrapping paper or flipchart paper or A3 paper for posters, colored markers, writing utensils
5 min	Consultation	Small groups on the same topic draw up their lists and choose representatives for a joint debate	whole group discussion	
20 min	Debate	What does a sustainable energy system look like? Is our energy mix sustainable? If not, what would have to change? Why?	aquarium	
5 min	Summary, closing	If you had 500 million HUF (150 thousand EUR), which type of energy production would you invest in?	poll, whole group	board, markers



3. TOPIC: GREEN PROFESSIONS

Development objective:

- Develop critical thinking
- Developing one's own vision of the future, career image

SDG: No 4, No 8, No 10, No 16

Duration: 1 lesson + 1 hour of homework beforehand:

Read and examine an overview of possible green jobs (https://eures.europa.eu/demand-green-jobs-2023-2023-06-06_en - also available in Polish, Hungarian and German). This article also suggests that there are many "green professions" beyond the most common ones. Try to list a bunch of them and also find those that sound the more interesting to you.

Time	Title of block, short description	Aim of block, tasks to be carried out	Methodology/ form of work	Tools / preparation
40 min	Presentation of green professions	Put together a list of green professions - get to know what they do; Based on the list, it is possible to assign different professions to pupils/small groups of pupils to interview people with such professions OR to find and interview people with similar professions themselves. Based on the interview, make a poster about the profession	class-level poster presentations	internet, projector
5 min	Summary: What would you choose?	Hang up the presentation posters in different parts of the room. Have each student stand by what would be their first choice if they were to choose one of these professions. A few students can then be asked why they chose to stand there	Whole group discussion	Blutack or tape to put posters on the wall



4. TOPIC: SOCIAL RESPONSIBILITY

Development objective:

- To promote solution-focused thinking
- Reflecting on own community solution proposals
- Developing critical thinking
- Developing own vision, career development

SDG: No5, No 11, No 12

Duration: 1 lesson

Time	Title of block, short description	Aim of block, tasks to be carried out	Methodology/ form of work	Tools / preparation
10 min	Understanding the concept of social responsibility.	Watch video: https://www.youtube.com/watch?v=odNTQRJ2nTQ - evaluating the concept	whole group	Projector / smartboard
20 min	What can a large company do for the community and the environment?	Overview of corporate social responsibility in specific large companies. Large corporations are more harmful or more beneficial to the community and sustainability If a large company is harming the community what can be done about them?	work in small groups	internet, smart devices
15 min	About conscious shopping	What is the role of a consumer? How can we act as conscious buyers? What do you do already and what else could be done?	Whole group activity	Flipchart / smartboard to collect and present ideas

