

SDG 7: Affordable and clean energy**SDG 11: Sustainable cities and communities****SDG 12: Responsible consumption and production****LENGTH OF ACTIVITY**

Two classes of 45 minutes.

LEVEL

5th and 6th of primary

OBJECTIVES

Focus on SDG Goal #7: Affordable and clean energy, Goal #11: Sustainable cities and communities, Goal #12: Responsible consumption and production, in order that:

- The pupils understand the positive and negative aspects of life in their town or city (**cognitive domain**)
- The pupils can reflect critically on ways in which places in their town or city could be more sustainable (**socio-emotional domain**)
- The pupils can propose solutions to address aspects of life in their town or city that need improvement and can communicate these persuasively and effectively (**behavioural domain**)

LESSON 1

Material required: Internet access, a slide show presentation (provided), pens and paper.

METHODOLOGY**WARMER**

- Show the learners the short slide show presentation with photos of The London Eye, the Statue of Liberty, Sydney Opera House, La Sagrada Familia and Tivoli Fountain. Encourage the pupils to name these popular tourist attractions. Ask them if they have visited any of the places or if they would like to.

INTRODUCTION

- Tell the pupils that they are going to investigate some popular tourist places and find out how environmentally friendly they are. Show the pupils the Sustainable Development Goals webpage (<https://sdgs.un.org/goals>). Briefly read out the goals and clarify them for the learners if necessary. Explain that these 17 goals describe ways that we can make our lives better and help deal with environmental problems.
- Ask them to identify which goal(s) focus on making places more environmentally friendly (Goal #7 Affordable and clean energy, Goal #11 Sustainable cities and communities, Goal #12 Responsible consumption and production).
- Divide the class into small groups of two or three and allocate two tourist attractions from the list below to each group.
- Try to make sure each group has a different combination, but you can allocate each place to more than one group. For example, group 1 compares Niagara Falls and the Eiffel Tower, group 2 compares The Eiffel Tower and The Vatican, group 3 compares Niagara Falls and the Vatican, and so on.



List of tourist attractions:

Disney World Magic Kingdom	Navy Pier	LEGOLAND Windsor
Sydney Opera House	San Diego Zoo	The National Gallery (London)
Niagara Falls	The Vatican	The Statue of Liberty
Disney Hong Kong	Tivoli Gardens	The Tower of London
Natural History Museum	Tokyo Disney Resort	The British Museum
The Eiffel Tower	Alton Towers	SeaWorld Orlando
Disneyland Paris	Central Park	Alcatraz
Universal Studios Orlando	Smithsonian National Museum	The London Eye
Efteling Theme Park	of History	La Sagrada Familia

In pairs, ask the pupils to visit [this page](#) to find out how environmentally friendly their places are and to write a brief paragraph comparing them. If necessary, provide some scaffolding for this on the board, for example:

.... has better sustainable transport than ...

... uses more renewable energy sources than...

The emissions in ... are higher / lower than in ...

Encourage the pupils to scroll to the bottom of the page and click on the links to find out more about the places.

TASK

- Tell the pupils they are going to take an imaginary walk around their own town or city. As they walk, they are going to take photos of important places and buildings. Tell them they can take a maximum of six photos, so they should choose carefully. They can choose places that are important in their town or city's history, or that have a personal significance for them.
- Ask the pupils to work individually for two to three minutes to think about the places they would choose and make a list.

- In groups of three, ask the pupils to discuss which six places they chose and justify their choices.
- In their groups, the pupils should choose two or three of the places and discuss how these places could be improved to make them more environmentally friendly. They should think about energy and water use, sustainable transport, recycling and natural spaces, etc.

REVIEW

- Tell the pupils that they are going to do a think, pair, share activity. If this is new to them, explain that first they will have a minute to think about a question individually, then they will be asked to discuss their ideas with a partner, and finally to share with the class.
- Write the following question on the board: *What one thing could we do to make our town / city more sustainable?* Remind them that there is no one correct answer and that many answers could be correct for this. Conduct the think, pair, share and collect their ideas on the board.



LESSON 2

Material required:

- Internet access, pens and paper, large sheets of card, coloured markers, maps and photos of the local area.
- Optional: video recording device (mobile phones or tablets, for example)

WARMER

- Review the previous lesson. In mixed-ability groups of three, allow two to three minutes for the pupils to brainstorm ways in which their town or city could be made more sustainable and write a list.
- Encourage the pupils to add at least three things to their list.
- Ask them if they can remember which Sustainable Development Goals these improvements relate to. Show them the goals again if necessary as a reminder (<https://sdgs.un.org/goals>).

INTRODUCTION

- Ask the pupils to choose together ONE of the ideas they brainstormed that they think would have the greatest impact, or would be easiest to implement.

TASK

- Each group should now prepare a poster presentation on how this particular aspect of their town or city could be made more sustainable. For a poster presentation, the pupils create a poster with images, text, maps, drawings, and so on, and then prepare a presentation in which they explain and expand on the information on the poster.

- Ask them to think carefully about the solutions they propose to make sure that they are reasonable and achievable. Encourage the pupils to include the relevant Sustainable Development Goal(s) on their poster.
- Ask each group to give their poster presentation to the class, describing the problem they identified and what solution they are proposing.

REVIEW

- Time permitting, the pupils could prepare to present to the wider school community (other classes, their parents, etc.) or to the town or city council if this can be arranged.
- Alternatively, they could record their presentations and share them on the school's social media pages or blog. Involving a wider audience in this way will help create motivation to propose effective and achievable solutions and communicate them clearly and persuasively. This would, of course, be further enhanced if the town or city council agreed to follow up on the learners' proposals, as this would really allow the learners to see how positive change can come about, and how they as individuals can play a part in achieving the Sustainable Development Goals.