Meet today's facilitators

Mark Bridgeman – *Be comfortable being uncomfortable*

- Teaching internationally in 2003 and working at Cambridge / international schools since 2011.

- Taught a range of subjects across KS2-5 including English, Geography, History, Computing and Science in UK, South Korea, China, Turkey, Tanzania and Uruguay.

- Senior leadership roles since 2014, culminating in current role as Executive Head of School.

- Certified skills trainer for CUP, IGCSE and PDQ trainer for Cambridge Assessment and evaluator for the Council of International Schools.

Priscila Perdomo - *Empowering Educators, Inspiring Learners*

- Teaching Cambridge English and Cambridge International since 2006.

- Taught a range of subjects across key stages in Uruguay, the UK, Turkey, Tanzania and China.

- Senior leadership roles in international education since 2014, currently Head of Juniors and Head of Learning & Teaching.

- Certified CUP Teacher Trainer, Trainer Trainer, Council of International Schools Evaluator, and Global Schools Advocate for the UN Global Schools Program.

- Facilitating training on Cambridge approaches to T&L and resources since 2021.

Agenda

Time	Item	Speaker(s)
09:02 – 09:15	Look at the different UN SDGs and share personal connections	Mark
09:15 – 09:25	Share ideas of how to embed the SDGs into the curriculum in our current educational context through collaboration, adaptability and critical thinking	Priscila
	Establish a community of like-minded educators that understand and foster Education for Sustainable Development (ESD), and inspires young minds	Mark & Priscila
09:25 – 9:30	Questions	All

How confident are you on your current knowledge of the SDGs and ESD?

Activation of Prior Knowledge – True or False?

1. The United Nations has set 17 Sustainable Development Goals to achieve by 2030.
2. The SDGs were adopted in 2000 and are exclusively focused on environmental sustainability.
3. ESD aims at empowering learners to make informed decisions and responsible actions for present and future generations.
4. Achieving the SDGs requires global partnerships for sustainable development.
5. SDG 4 focuses on ensuring inclusive and equitable quality education for all.

What is Sustainable Development?

Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. (Rio, 1992)

The SDGs are a set of **17 objectives** - negotiated and agreed to by all **193** world **governments** in 2015 - to end extreme poverty, achieve decent work for all, promote justice, peace and prosperity, and protect the natural environment. These goals are broken down into **169 targets**.

ESD is any educational efforts that give students **knowledge**, **skills**, **values**, **engagement**, **attributes**, and **experiences** around sustainable lifestyles or sustainable ways of life.

Global Survey

The World Economic Forum commissioned Ipsos* to gauge the level of SDG awareness among the global public. It focused on two key questions:

1) How familiar are you with the SDGs?
2) Which SDGs are the most important?

The three countries with the highest levels of awareness are:

1) Turkiye (92%)
2) **Mainland China (90%)**
3) India (89%)

Brazil, Malaysia and Sweden are only slightly behind third-placed India.

But only around 1-in-10 of people surveyed in Japan, France, Italy, Canada, and the **UK** said they were familiar with the goals.
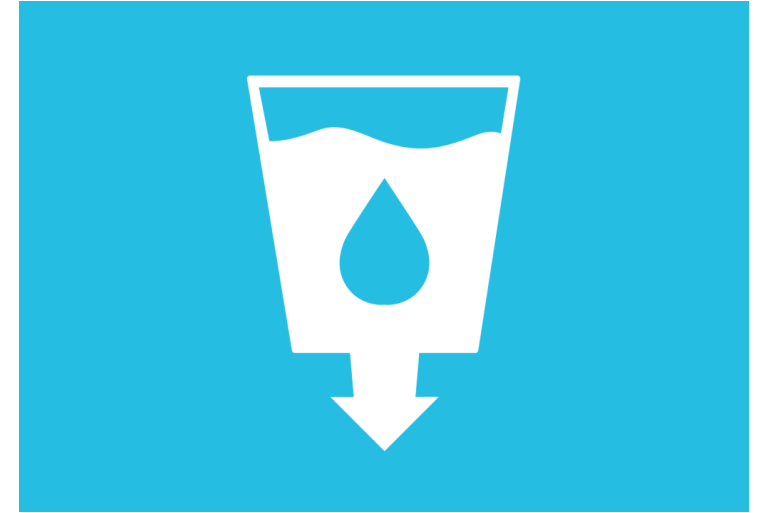
Total progress towards achieving all 17 SDGs

https://dashboards.sdgindex.org/map
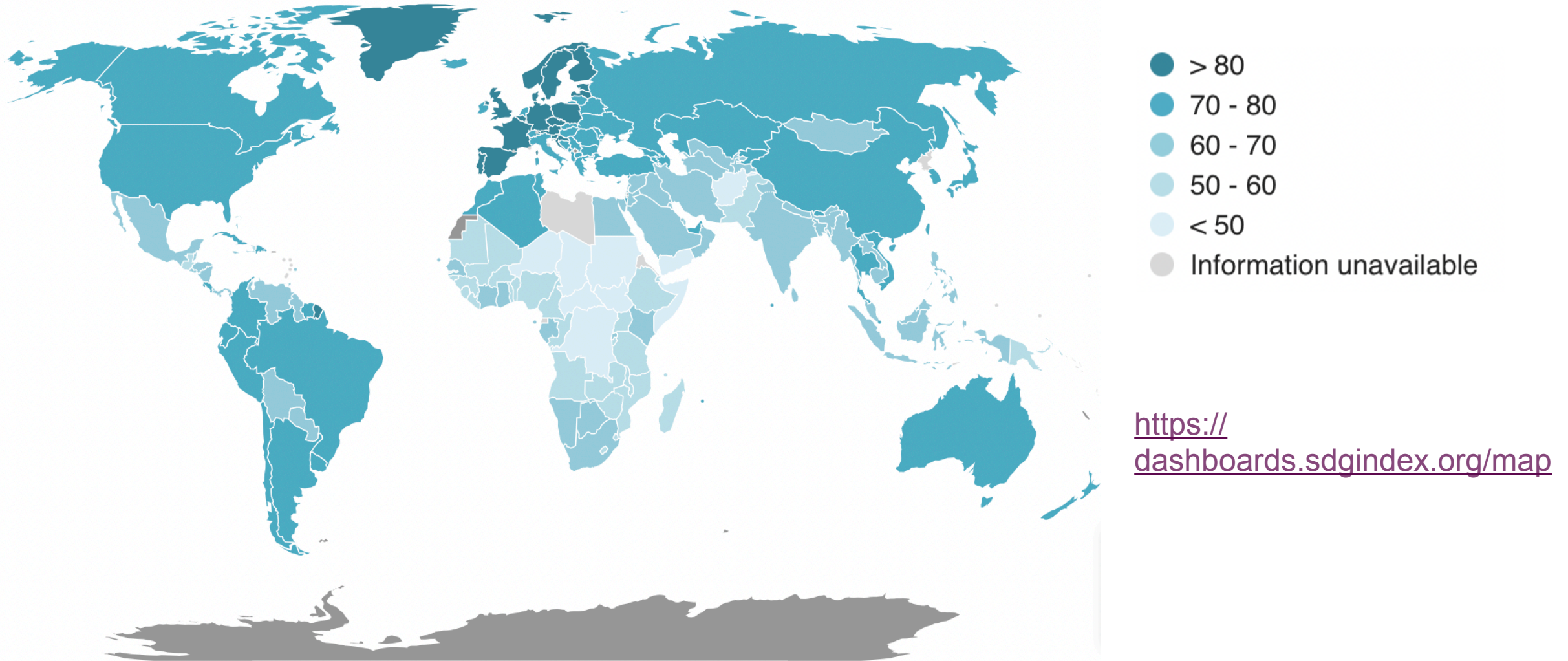
The Sustainable Development Goals - SDGs
Finding a personal connection

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Which SDG do these images represent?

- Discuss in your groups and provide an educated guess

- https://sdgs.un.org/goals

Which SDG do these images represent?

- https://sdgs.un.org/goals

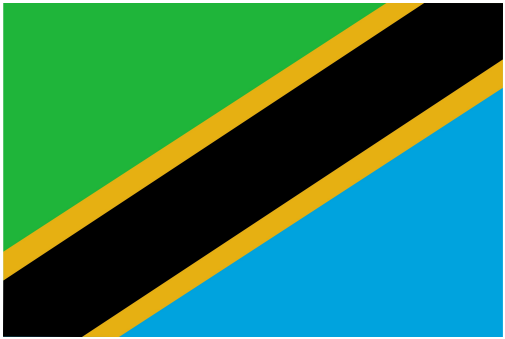# SDGs - 5 Dimensions

https://www.globalgoals.org/resources/

Our connection to the SDGs

- Mark is from the UK in Europe, Priscila is from Uruguay in South America, currently working in China, Asia and have a black labrador born in Tanzania, Africa

- We have lived/worked together in China, Uruguay, Turkiye and <u>Tanzania</u>.

Us, Tanzania & Education
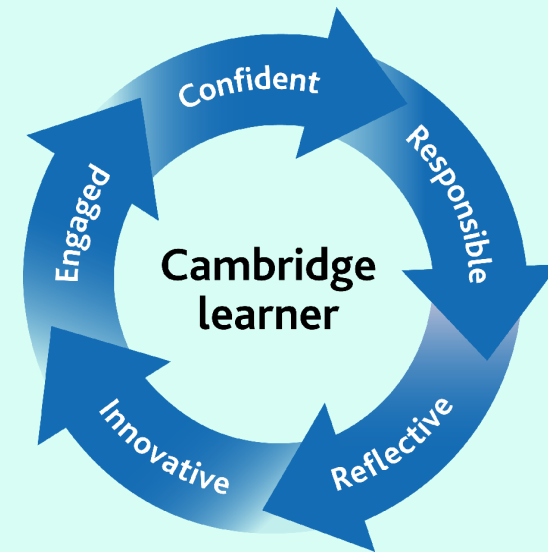
Us, Tanzania & Education

Tanzania

- 26% live below poverty line

- 50% no access to healthcare

- 39% Limited access to clean drinking water

- 40% of children in rural areas have no access to education

- It costs $200/year to educate 1 child

Summary of data from WHO, UNICEF and Tanzania Ministry of Health

4 QUALITY EDUCATION

Cambridge learner

Confident
Responsible
Reflective
Innovative
Engaged

https://www.cambridge-community.org.uk/guide-to/cambridge-lower-secondary/

https://www.globalgoals.org/resources/

5 GENDER EQUALITY

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Personal Connections

Are there any of the SDGs that you feel a strong personal connection with?

How could you channel this into your teaching?

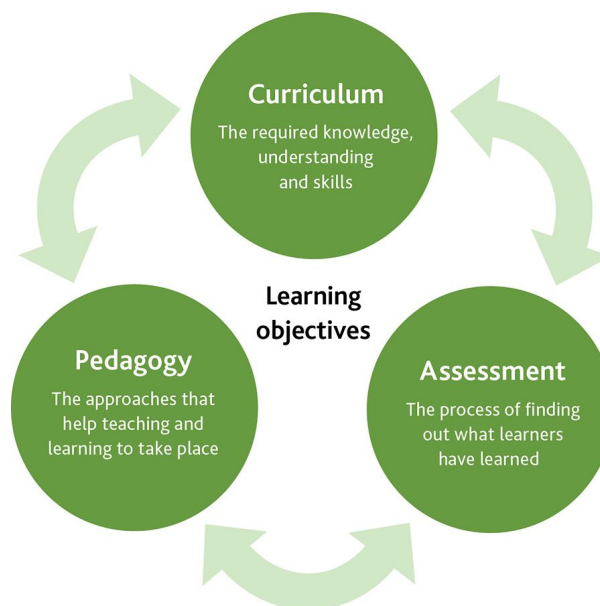https://www.globalgoals.org/resources/

Education for Sustainable Development (ESD)
SDGs and the Curriculum

ESD - Key Competencies

1. Systems Competency

2. Anticipatory Competency

3. Normative Competency

4. Strategic Competency

5. Collaboration Competency

6. Critical Thinking Competency

7. Integrative Problem Solving Competency

8. Self-Awareness Competency

Curriculum
The required knowledge, understanding and skills

Learning objectives

Pedagogy
The approaches that help teaching and learning to take place

Assessment
The process of finding out what learners have learned

Through:

• *Learner-centred approach*

• *Active learning pedagogy*

• *Development of responsible and reflective learners*

• *Global citizens*

Place-based & Experiential Learning

- connects students to the space in which they are learning

- helps students engage with their school community and their local communities

- cycle: Experience, Reflect, Think, Act

https://www.globalgoals.org/resources/

Designing learning objectives for SDGs

- Reshaping how we approach learning and teaching
- Localise
- Be integrative not additive
- Interdisciplinary approach

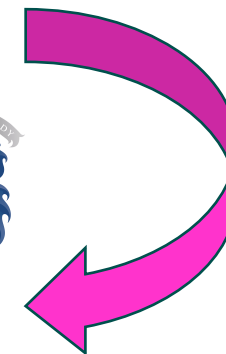*Benefits of sustainability education in the international curriculum*
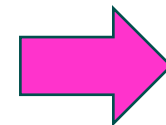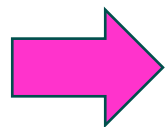
- Shape perspectives and values of future generations
- Equip students with the tools and mindset to tackle global challenges

Some examples

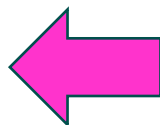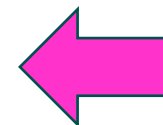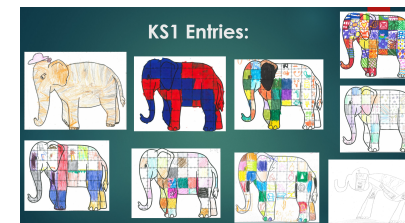| Subject	Activity
English	Ask students to analyze media coverage of different issues related to the SDGs (All SDGs) Write to local politicians, give speeches to raise awareness and join debate to highlight issues. **SDG4-Quality Education: Debate on provision of education in rural communities**
Social Studies	Organize an activity where your students communicate with someone from another culture (SDGs 10, 16, 17). **SDG9-Industry, Innovation and Infrastructure: Project on China's use of technology and innovation in the Belt and Road Initiative** Research projects, campaigns
Science	Climate change experiments, renewable energy projects Do an audit around the school to identify sources of energy and then classify these as renewable or nonrenewable. **SDG13-Climate Action: Initiative to make school carbon neutral**
Maths	Analyse statistical data, solve real-world maths problems e.g. calculate carbon footprint. Use the concept of sharing to explore what inequality means. Use ratios, fractions, and percentages to express different equal and unequal distributions (SDG 10) **SDG3-Good Health & Well-being: analyse data relating public health in China and identify trends**
Art	Art and multimedia projects, use recycled materials **SDG11-Sustainable Cities and Communities – Create public art displays of cultural heritage**
PE	promote fitness and healthy lifestyle **SDG5-Gener Equality: Host a unified sports day with a wide range of events and activities**
Co/Extra Curricular	**Model UN, Outreach (charity), Green/Environment Club**

Examples of IGCSE content that relate directly to sustainability/UN SDGs: IGCSE Sciences (inc. Marine), Business, Economics, Geography, Environmental Management

ESD and SDGs at MIS (Merchiston International School - Shenzhen)

A journey towards sustainability…

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ESD and SDGs at MIS (Merchiston International School - Shenzhen)

1 NO POVERTY

Super Humans
(International Task 1)
Chocolate
Different Places, Similar Lives

All Aboard
(International Task 1)
Champions For Change
Moving People
What A Wonderful World
(International Task 3)

Brainwave: Metacognition
(International Task 1)

2 ZERO HUNGER

Freeze It!
Green Fingers!
How Are You?
Super Humans
(International Task 1)
We Are What We Eat

Different Places, Similar Lives
How Humans Work
(International Task 2)
Shake It!
What's On The Menu?
(International Task 1)

Bake It!
(International Task 2)
Brainwave: Metacognition
(International Task 1)
Roots, Shoots And Fruits
(International Task 1)
What A Wonderful World
(International Task 3)

3 GOOD HEALTH AND WELL-BEING

Brainwave
How Are You?
(International Extension)
Sensational
Super Humans
(International Task 1)
We Are What We Eat
Who Am I?

Brainwave
Chocolate
How Humans Work
(International Task 1)
Shake It!

Brainwave: Metacognition
(International Task 1)
Being Human
Express Yourself
What A Wonderful World
(International Task 3)

4 QUALITY EDUCATION

A Day In The Life

Brainwave: Metacognition
(International Task 1)
Homes And Houses
(International Task 1)

Brainwave: Metacognition
(International Task 1)
What A Wonderful World
(International Task 3)

5 GENDER EQUALITY

A Day In The Life

Chocolate
(International Task 1)
Explorers And Adventurers

Brainwave: Metacognition
(International Task 1)
Champions For Change

6 CLEAN WATER AND SANITATION

Freeze It!
How Are You?
(International Task 1 & Extension)
Super Humans
(International Task 1)
We Are What We Eat

Different Places, Similar Lives
How Humans Work
Temples, Tombs And Treasures
(International Task 1)

Go With The Flow
What A Wonderful World
(International Task 3)

7 AFFORDABLE AND CLEAN ENERGY

From A To B

Bright Sparks!
(Health & Wellbeing Task 2)

Building A Village
(Science Task 3)
Climate Control
(International Task 1)
Fascinating Forces!
(International Task 1)
Full Power!
(International Task 1)
Go With The Flow
(Science Task 1)

8 DECENT WORK AND ECONOMIC GROWTH

A Day in the Life

Chocolate
Different Places, Similar Lives
Let's Plant It!
Travel and Tourism

Brainwave: Metacognition
(International Task 1)
Going Global
Moving People
What A Wonderful World
(International Task 5)

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

The Magic Toymaker

All Aboard
Different Places, Similar Lives
Inventions That Changed The World
Learning Effectively Online
(Exit Point)
Travel And Tourism
Young Entrepreneurs

Earth As An Island
Fairgrounds
Going Global
Making New Materials
Space Scientists
The Holiday Show
What Price Progress?

10 REDUCED INEQUALITIES

We Are What We Eat

Chocolate
Different Places, Similar Lives
How Humans Work
Living Together
They Made A Difference
(International Task 2)

Champions For Change
Going Global
Moving People
What A Wonderful World
(International Task 5)
What Price Progress?

11 SUSTAINABLE CITIES AND COMMUNITIES

Buildings
Super Humans
(International Task 1)

Active Planet
All Aboard
Different Places, Similar Lives
Homes And Houses
(Design, Technology & Innovation Task 2)
Living Together
Temples, Tombs And Treasures
(International Task 1)
What's On The Menu?

Building A Village
(International Extension)
Climate Control
Earth As An Island
Moving People
The Holiday Show
What Price Progress?

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

It's Shocking
Look And Listen
What's It Made Of?

Bright Sparks!
Chocolate
Different Places, Similar Lives
How Humans Work
Material World
(Science Extension)
Shake It!
What's On The Menu?
(Geography Task 4)

Climate Control
(International Task 1)
Full Power!
Going Global
Making Materials Work For Us
Making New Materials
What Price Progress?
(Art Task 3, Geography Task 2, International Task 1)

13 CLIMATE ACTION

Freeze It!
(International Task 1)
The Earth: Our Home

Land, Sea And Sky
Vanishing Rainforests

Brainwave: Metacognition
(International Task 1)
Climate Control
(International Task 1)
Existing, Endangered, Extinct
Mission To Mars
Weather And Climate
(International Task 2)
What A Wonderful World
(International Task 1 & Extension)
What Price Progress?
(International Task 2)

14 LIFE BELOW WATER

Hooray... Let's Go On Holiday
Live And Let Live
The Earth: Our Home

Different Places, Similar Lives
Island Life
Land, Sea And Sky
(International Task 2)
The Nature Of Life
(International Task 2)

Climate Control
(International Task 1)
Existing, Endangered, Extinct
What Price Progress?

15 LIFE ON LAND

Green Fingers!
Live And Let Live
The Earth: Our Home

Different Places, Similar Lives
Land, Sea And Sky
(International Task 2)
The Nature Of Life
(International Task 2)
Vanishing Rainforests
(Exit Point)

Climate Control
(International Task 1)
Go With The Flow
Mission To Mars
Roots, Shoots And Fruits

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

A Day In The Life
Let's Celebrate
Olympics: Bringing Home Bronze
People Of The Past
Who Am I?

Different Places, Similar Lives
Living Together
Olympics: Success With Silver
Scavengers And Settlers
Temples, Tombs And Treasures
They Made A Difference
Time And Place, Earth And Space

900CE
Champions For Change
Going Global
Here And Now, There And Then
Moving People
(International Task 5)
Olympics: Going For Gold
The Great, The Bold And The Brave

17 PARTNERSHIPS FOR THE GOALS

Chocolate

Champions For Change
(International Task 6)
Mission To Mars
Olympics: Going For Gold

Developing responsible global citizens

Character building for global citizens

- Educators should employ **critical thinking**, **dialogue-based learning**, and **student leadership** to help students act on their values in a sustainable manner
- Education should focus on building **character** and preparing students for **real-world challenges**
- Schools must create an environment where **student voices** are central, encouraging them to become **leaders in sustainability**.

Teaching Strategies for Sustainable Development From Cambridge University Research: Build character education focusing on compassion, tenacity, and global citizenship.
•

Eco-anxiety is 'a way of describing how people feel when they hear bad news about our planet and the environment'.

These reactions can include feeling 'anxious, worried, upset, scared, sad, angry or unsure about the future'.

"Think Globally, Act Locally"

Maxine Lu 卢慧文

General Principal of Shanghai Xiehe Education Center
上海协和教育中心 总校长

Ready for the world Empowering learners through climate change education

Thank you!

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References

Cambridge International Education https://www.cambridge-community.org.uk/guide-to/cambridge-lower-secondary/

Global Schools Resources https://www.globalgoals.org/resources/

Oxfam Oxfam Global Goals Centre

UNICEF Unicef

United Nations - Sustainable Development Goals UN / https://sdgs.un.org/goals

World's Largest Lesson

Ready
for the
world