Who Looks After Our World?

Driving question
How can we as environmentalists, ensure we are able to meet the needs of future generations?

Project Description
Students investigated the United Nations Sustainable Development Goals to develop a student choice project around the theme of sustainability. Students investigated sustainability and how they could encourage others to be responsible for their actions and inform them about their impact on the world. Students focused on one Sustainable Development Goal and devised a product that would raise awareness or take action towards a sustainable future.

Final Product/s
Some of the goals and products the students created included:
➢ SDG Life on land: Deforestation books for the library
➢ SDG Clean water and Sanitation: A recycling crate for bottles cans and poppers ordered for the school with funds raised going towards the school
➢ SDG Climate action: Production of a leaflet on chemical free, non toxic cleaning products as well as making sample products to give out
➢ SDG Zero poverty: making 200 sandwiches for the homeless for the Helping Hands Organisation
➢ SDG Zero Hunger: Brochure produced on how to make a vegetable garden out of recycled products.

All students presented their projects at a sustainability exhibition for their families and community in order to communicate the actions that had taken throughout the project. Students also produced a presentation of learning portfolio that further articulated the choices and journey throughout the project.

Need to knows…
What does sustainability mean?
Why are the Sustainability Goals important?
What product/s could we create and who will the audience be?
What are environmentalists?
What are current issues with in our school, community or around the world?

Key Learning Areas & Outcomes

Science and Technology
ST2-2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity
ST2-1WS-S questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations

Geography
GE2-2 describes the ways people, places and environments interact
GE2-3 examines differing perceptions about the management of places and environments

English
EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community
EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational
EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter
EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own
EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning

Community & Real-World Connections:
Global Educator Taskforce
EduChangemakers

Bringing the Project to Life

Consider the context:
- How could students be exposed to all of the Sustainability Goals?
- Which student issues/work effect the school, community and world?
- How will you ensure student pick different goals?
- How will students present their work and track their progress?
- Who might serve as experts for this project? How might you leverage their expertise?

Consider the students:
- What issues might arise for your students?
- What organisations or actions relating to the sustainability goals are students already familiar with?
- What goals resonate to them and why?
- How can students express their individual creativity and problems solving during their learning?
- How will groups be formed and structured?

Consider the content and skills:
- How will you support students to have an awareness of each of the Sustainability goal?
- How will you help students make a connection between the goals and their actions?
- What strategies do you have to support effective collaboration?
- How and where might specific content and/or skills be teacher-led?
- What expectations are there around the deliverables for their project?
- What supports will your students need as they plan, draft and revise their products?
- What will students produce as an individual and as a group?
- What types of exemplars could you show students?