

ENERGY USE AND THE SGDS

Submitted by Ronald Milne, Teacher at Victoria Shanghai Academy



LEARNING PLAN OVERVIEW

Subject(s)	<ul style="list-style-type: none"> • Social Sciences • Sustainable Development Project
Grade Level (s)	Upper Primary (ages 8-11)
Systems Tool(s)	<ul style="list-style-type: none"> • Sustainability Compass • Systems Iceberg
Purpose of Using Tool	<ul style="list-style-type: none"> • Critical Thinking • Action Planning
Summary	<p>Students will be starting a new unit under the transdisciplinary theme, Sharing the Planet. Students will be engaging in an inquiry into an issue in their local community. Students have just completed a unit on consumption and making responsible choices as consumers. This will help them bridge our previous unit and our new unit.</p>

Learning Objectives

- To have students tune into issues in their community through linking the idea of consumption from the previous unit
- To be introduced to the global goals that link to this issue
- To examine possible action that can be taken towards this issue

Material and Settings

- Laptop/iPad
- Notebook
- Printouts of Sustainability Compass/Systems Iceberg
- SDG cards (enough for table groups)

Learning Context

Students will be starting a new unit under the transdisciplinary theme, Sharing the Planet. Student will be engaging in an inquiry into an issue in their local community. Students have just completed a unit on consumption and making responsible choices as consumers.

Skills developed:

- Research skills
- Question creation
- Guided discussion
- Thinking skills

Purpose of Using the Systems Thinking Tools

To help students think critically about the impact of our current decisions and energy use. To help students think about the SDGs in relation to our community. To help students plan appropriately for action.

Learning Plan Step-by-step Description

Day 1

- Watch the video [How Hong Kong Became a Giant Refrigerator](#)
- Have an open discussion with students centred around their personal habits at home, their observations when out in public
- Students complete a reflection asking them to connect this concept to our previous central idea, that understanding our consumer choices can help us make more informed decisions

Day 2

- Students will use the Sustainability Compass to map out the impact of high energy use on Nature, Economy, Society, and Wellbeing in our local contexts
- Students will initially work in groups and complete a gallery walk after
- Class discussion to wrap up the activity

Day 3

- In pairs student try to list as many issues, in addition to energy use, that they can think of in our community
- Show students global goals cards. Ask them to think about which they think might connect. Aid groups as necessary.
- Show [World's Largest Lesson](#)
- Extension activity: have students sort the global goal cards using the Sustainability Compass, thinking about which point best connects to that global goal

Day 4

- Revisit the idea of the energy use problem in our community, through a class discussion link this to the global goals
- Working in pairs students will revisit this issue and complete the Systems Iceberg in relation to this issue in our community
- After students have completed this in pairs, work together in groups of six to distill ideas completing a collaborative Systems Iceberg

Day 5

- Using the Systems Iceberg as the foundation, students work to identify leverage points and map out a plan for how they might take action on this issue
- Students to present an action plan to their table groups at the end of the lesson

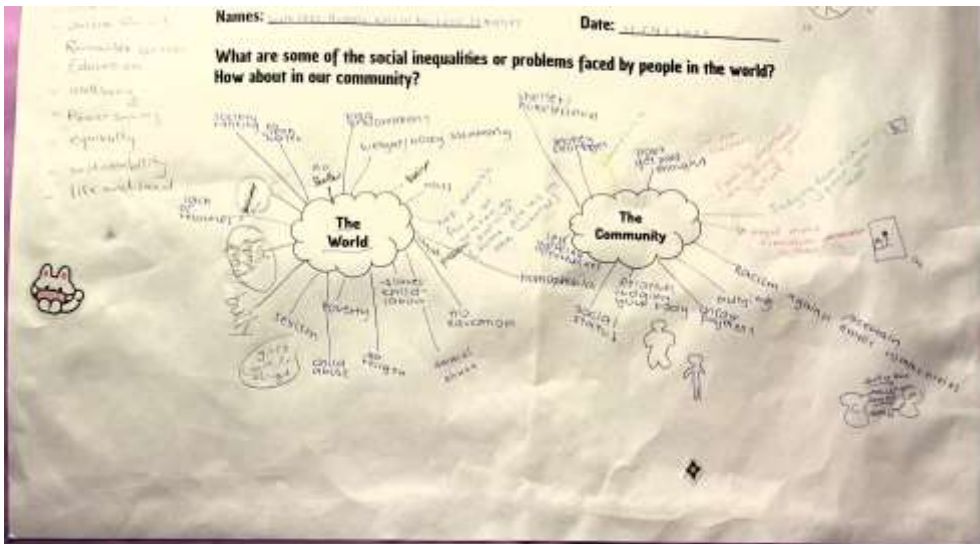
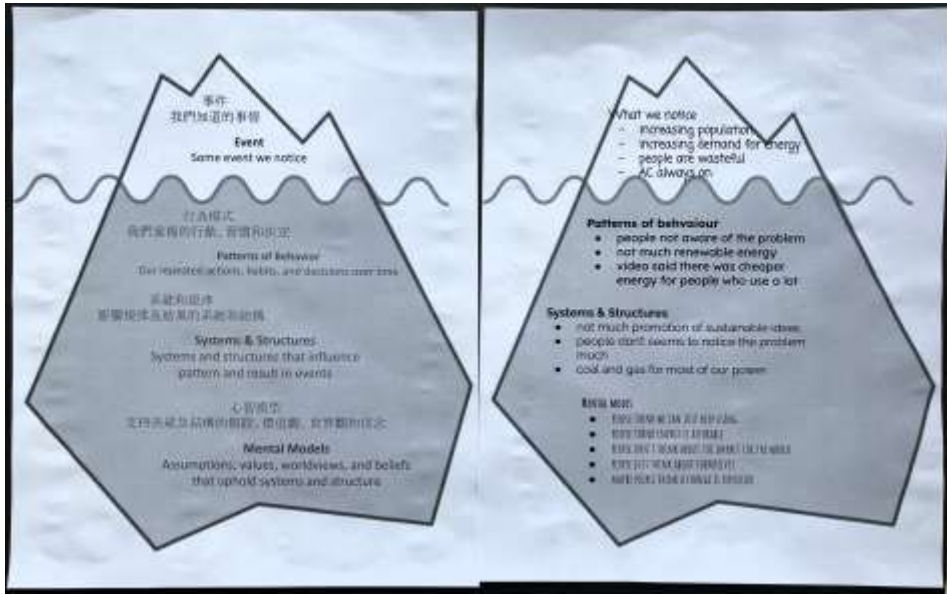
REFLECTION**Plusses**

The lesson plans for the week were successful in engaging students in critical thinking and reflection on the issue of energy use in our community. The use of tools such as the Sustainability Compass and Systems Iceberg model allowed students to explore the issue from multiple perspectives and connect it to global goals. The discussions and reflections helped students recognize the impact of their consumer choices on the environment, economy, society, and wellbeing. The action plan presentation at the end of the week provided an opportunity for students to think about ways they can take action to address the issue. Overall, the week's lesson plans were effective in promoting student engagement and understanding of sustainability issues.

Areas for Improvement

I think if I were to deliver this over again it would be nice to have students have used the Systems Iceberg model more frequently leading up to it. Some groups latched onto the concept quickly while others took a little bit longer to understand mental models and systems. I think overall the conversations that were had about our society and the choices we are making will lead to at least some small shifts in the students' consciousness regarding this issue.

EVIDENCE



<p>1. No poverty</p> <p>- Lack of resources</p> <p>- No education</p> <p>- No shelter & housing</p>	<p>2. Zero hunger</p> <p>- not enough money</p>	<p>3. Good health and well-being</p> <p>- Don't have freedom</p> <p>- Subject to forces</p>	<p>4. Quality education</p> <p>- missing heritage</p>	<p>5. Gender equality</p> <p>- missing</p> <p>- people doing good</p> <p>- can't do things</p>	<p>6. Clean water and sanitation</p> <p>- No clean water</p>
<p>7. Affordable and clean energy</p>	<p>8. Decent work and economic growth</p> <p>- missing resources</p> <p>- missing opportunities</p>	<p>9. Industry, innovation and infrastructure</p> <p>- religion</p>	<p>10. Reduced inequalities</p>	<p>11. Sustainable cities and communities</p>	<p>12. Responsible consumption and production</p>
<p>13. Climate action</p>	<p>14. Life below water</p>	<p>15. Life on land</p>	<p>16. Peace, justice and strong institutions</p> <p>- don't have</p> <p>- some noise</p> <p>- change</p>	<p>17. Partnerships for sustainable development</p>	<p>Look at your list of problems you wrote last lesson and try to fit them under the Global Goal they would connect with.</p>

What are some of the social inequalities or problems faced by people in the world? How about in our community?

In the world	In our community
<ul style="list-style-type: none"> Equality Religion Society Ranking Money Education Technology 	<ul style="list-style-type: none"> People not getting paid enough Slavery modern slavery Smoking / Marijuana Smoking Homelessness Education Gender Technology

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Cost of Medical Care

- Homelessness
- No Shelter

Cost of Food

- No direct access to Medical Care
- Cost of education
- Bad quality education

1. No one	2. No food	3. Disability	4. No education	5. Gender inequality	6. No enough water
7. No energy	8. No clean water	9. No decent work	10. No housing	11. No justice	12. No peace
13. No good health	14. No decent work	15. No decent work	16. No decent work	17. No decent work	18. No decent work
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