



Teaching Unit 1 – Sustainable Development Goal 8 versus Sustainability

Lesson Plan

Imprint

Author: Richard Heise
Project Title: EcoGreen
Project Number: 2021-1-DE02-KA220-VET-000025374
Project Leadership: Institut für Didaktik der Demokratie / Leibniz Universität Hannover
Project Website: www.ecogreen-project.eu



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



This document by EcoGreen is licensed under CC BY-SA 4.0.
To view a copy of this license, visit
<https://creativecommons.org/licenses/by-sa/4.0>



Vocation/Course:	Teaching Unit 1
Learning environment:	Classroom Setting or Online Class
Title:	Sustainable Development Goal 8 versus Sustainability
Extent (hours):	6 Lessons
Author	P1 – Leibniz Universität Hannover
General Description	
<p>In this teaching unit, students will explore the connection between economy and sustainability through a problem-based scenario. The scenario focuses on Sustainable Development Goal 8, which aims to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. However, many experts have criticized this goal, arguing that it is not in line with the principles of sustainable development. Through this unit, students will examine this criticism and gain a deeper understanding of the complex relationship between economic growth and sustainability.</p> <p>The unit will define key concepts such as economy and sustainability, and exploring the ways in which they are interconnected. Students will then be presented with a problem-based scenario that highlights the tension between economic growth and sustainability. Through this scenario, students will be challenged to think critically about the potential consequences of prioritizing economic growth over sustainability. Students will research and analyze the arguments of experts who criticize SDG8 for not aligning with sustainable development. They will examine the ways in which economic growth can have negative impacts on the environment, society, and future generations. Students will also explore alternative approaches to economic development.</p> <p>By the end of this teaching unit, students will have a deeper understanding of the complex relationship between economy and sustainability. They will be able to critically analyze and evaluate different perspectives on the issue, and propose solutions that prioritize both economic growth and sustainable development. This unit will not only enhance students' knowledge and critical thinking skills, but also equip them with the tools to become informed and responsible global citizens who can contribute to building a more sustainable future.</p>	



Situation (Political problem/conflict):

The students face a fictional scenario in which their friend is part of the United Nations commission responsible for the SDGs. Next week she has to present the SDGs in front of the general assembly to promote actions against climate change and asks the students for help. During the preparations the students notice, that many experts criticize SDG8, which aims at economic growth, stating that it is a major threat for a sustainable development

Outcome (product/solution):

The students have to create a presentation for the general assembly including a new concept for SDG8, which should include a balance between „decent work“ and a sustainable economy. They should come up with a new title, logo and a description.

Topics covered:

1. Information:
 - Research on Sustainability, SDGs, Economic Growth, Post-Growth-Strategies, Stakeholders
-> supported by documents, links and videos
2. Planning:
 - Creating a mind-map for the elements that should be part of the concept
3. Decision Making:
 - Selection of the elements of the mind-map based
4. Execution
 - Creation of the concept, including a description of the new SDG8, a logo, title or promotional material
5. Feedback
 - Evaluation of the concept after the presentation
6. Reflection
 - Discussion within the group after the presentation



School-based specifications:

- The six working steps can be implemented in six school lessons of 45 or 90 minutes
- Phase 1 and 4 might take more time, whereas phase 2 and 3 could be done within one lesson, as well as 5 and 6
- The working steps can be done individually or in groups. For groups it is recommended to plan 90 minutes for each working step, since more time is needed for group discussions
- At least for the first step (information phase) access to the internet is needed. Schools who are not able to provide this, could do this first step as homework
- All steps can also be implemented as online-classes
- If not indicated otherwise all documents should be printed one time for each group

Indications online teaching:

All activities planned in this learning unit can be implemented online through individual work or group sessions.

Phases of complete action	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
	Students ...					
Information <i>Students analyse the situation/ problem/conflict considering a</i>	Gain the ability to analyse a political process	<ul style="list-style-type: none"> • Get a multiperspective view on a complex topic • Strengthen their skills of discussing 	<ul style="list-style-type: none"> • Introduction to the topic of sustainability and the SDGs • Conflict between economic growth and sustainability 	<ul style="list-style-type: none"> • Handout of the guiding document • Presentation 	(1) Guiding Document (2) Power Point Presentation	The groups of students get together and agree on a common understanding of the task



<i>possible outcome</i>		a complex task with others	<ul style="list-style-type: none"> SDG8 	<ul style="list-style-type: none"> Creation of the groups Handout of the document with information and links 	(3) Initial Video	
Planning <i>Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.</i>	<ul style="list-style-type: none"> Learn to discuss alternative approaches towards a political topic 	<ul style="list-style-type: none"> Learn how to plan a group work with different steps 	<ul style="list-style-type: none"> Conflict between economic growth and sustainability SDG8 	Group work on creating a document based on a template with a mind-map	Planning Document (page 16 of the Guiding Document (1))	Completing the first part of the worksheet for planning
Decision making <i>Students choose a plan/schedule and determine responsibilities and results</i>	<ul style="list-style-type: none"> Learn to decide between alternative approaches towards a political topic 	<ul style="list-style-type: none"> Learn how to agree on a plan for a group work with different steps 	<ul style="list-style-type: none"> Conflict between economic growth and sustainability SDG8 	Group work on creating a document based on a template	Planning Document (page 16 of the Guiding Document (1))	Completing the second part of the worksheet for planning



Execution <i>Students execute the plan and collect further information for implementation</i>	<ul style="list-style-type: none"> Learn how to summarize a complex topic with few words 	<ul style="list-style-type: none"> Learn how to convert a concept into a presentation 	<ul style="list-style-type: none"> Conflict between economic growth and sustainability SDG8 	Group Work to create a presentation, following the plan created beforehand	Presentation created by the students	Creation of a presentation addressing the initial problem
Feedback <i>Students assess outcome according to fixed quality criteria</i>	<ul style="list-style-type: none"> Learn how to present and communicate about a complex political topic 	<ul style="list-style-type: none"> Strengthen their presentation and communication skills 	<ul style="list-style-type: none"> Conflict between economic growth and sustainability SDG8 	Presentation in front of the class with a discussion afterwards	Presentation created by the students	Presentation of the group work in front of the class
Reflection <i>Students reflect on implementation, pros and cons of plan as well as gained competences</i>	<ul style="list-style-type: none"> Learn how discussions about political topics might affect one own perspective 	<ul style="list-style-type: none"> Get to know methods to reflect a process of group work 	<ul style="list-style-type: none"> Conflict between economic growth and sustainability SDG8 	Individual Work on the reflection document Group Discussion	Template for Group Reflection (page 18 of the Guiding Document (1)) -> one version for each student	Filled out document for reflection and group discussion about the results