WORKSHOP TEMPLATE for F2F Instruction

Module Title	Migration, Security and Sustainable Development in an interdependent world: Theory and Practice Unit 2: Introduction to Sustainable Development
Duration (in min/hours)	1 hour (1.10 hours including expectations) + 2 hours project work

Workshop Objectives:

•   Define the concept of Sustainable Development and key elements of the Sustainable Development Goals (SDGs)

Upon completion of this Module learners should be able to:
•   Define the concept of Sustainable Development;
•   Identify the main elements characterising Sustainable Development;
•   Explain how the Sustainable Development Goals foster Global Social Justice;
•   Apply their knowledge on Sustainable Development to their teaching.

Methodology (discussion, role-play, problem solving etc.)	- Discussion - Group reflection - Presentation
Materials/Equipment (projector, internet connection etc.)	- Laptop - Projector - Speakers - Flipchart/Whiteboard - Sticky notes
Resources	- "No Point Going Halfway" Video: https://www.youtube.com/watch?v=DdLqiTvFwJk - "What is Sustainable Development" Video: https://www.youtube.com/watch?v=7V8oFI4GYMY&t=7s - "Introduction to Sustainable Development" PPT - SDGs + Targets printouts (A4, laminated), icons available at: https://www.globalgoals.org/resources **Note to the trainer:** those listed are suggested videos. Other videos can be chosen from plenty of online resources, in a number of different languages, provided the content and message introducing the topics are the same.

ANNEXES	Name each material you have produced, number it and include it to the ANNEX section. If you have produced material other than word documents (e.g. ppts) please refer to the name of the file and attach it together with the workshop plan to the email. You should specify to the process below when and how the material will be used during the lesson (see the example below).

e.g. Handout (scenario for the role-play activity)	ANNEX 1
"Introduction to Sustainable Development"	PPT

Please provide a detailed description of the activities that will be carried out during the lessons.

Introduction to the topic (*activating students' prior knowledge, stating learning tasks*)

5 minutes: The trainer asks participants to write down their expectations for this unit on a post-it in bullet points (2/3 bullet points each) and to attach the post-it to a wall/whiteboard/flipchart. If there is the time, the trainer can ask some of or all the participants to read their expectations aloud (it is understood that the participants have already introduced themselves to the rest of the group at the beginning of Unit 1 workshop; this exercise can also be carried out for Module 1 as a whole, setting the expectations in Unit 1 and check whether these were fulfilled at the end of Unit 4).

5 minutes: The trainer asks the participants to share their understanding of the concepts of "development" and "sustainable development", writing down all elements and definitions provided on the flipchart/whiteboard. It is important not to give answers/directions at this point, but simply to understand what the previous knowledge of the group is and allow discussion among the participants.

The trainer, using the "Introduction to Sustainable Development" PPT, introduces the unit and gives an overview of what is going to be discussed as well as the goals to be achieved by the end of the unit.

Topic Exploration (*Knowledge construction*)

8 minutes: The PPT "Introduction to Sustainable Development" is shown to the participants till slide 7, addressing the concept of development and its brief history, till the definition of Sustainable Development (the trainer shall refer to the materials developed for the online training, as well as the references listed in the online unit, in order to prepare the delivery of the PPT).

4 minutes: Showing of the video "What is Sustainable Development".

10 minutes: The trainer discusses with participants the elements shown in the video with regards to Sustainable Development (e.g. the three pillars, the social justice aspects). The PPT is resumed from slide 7, addressing the importance of Sustainable Development and its main characteristics and elements. The PPT is shown till slide 10, introducing the Millennium Development Goals and checking the participants' knowledge on these.

3 minutes: Showing of the video "No Point Going Halfway", stating some of the MDGs achievements and introducing the SDGs.

10 minutes: The PPT is resumed from slide 11, introducing the 17 SDGs, the Agenda 2030 for Sustainable Development and the innovative elements of these.

15 minutes: Participants are divided into 3/4 groups. Each group is given an equal amount of SDGs printouts (3/4 each), showing the main SDG icon as well as its specific targets printed on the back and asked to reflect upon the following:

- How do the goals set by this specific SDG can contribute towards global social justice?
- How can we, as individuals and as educators, contribute towards the achievement of these goals?

Each group is provided with flipchart paper and markers and asked to write down their reflections in bullet points for both questions. After 10 minutes, the groups are invited to share their reflections with the rest of the participants and engage in discussion.

Reflection/Feedback (*on the content, the activities etc.*)

5 minutes: Participants are asked to go back to the post-it where they wrote down their expectations at the beginning of the unit, to read their expectations out loud and to declare whether these were met or not. The floor is open for a brief Q&A session. This session ideally takes place after the assessment session.

(This exercise can also be carried out for Module 1 as a whole, setting the expectations in Unit 1 and check whether these were fulfilled at the end of Unit 4.)

Assessment (*how you will ensure that participants have learned*)

5 minutes: Participants are asked to stand up and position themselves in the centre of the room. A series of questions or statements is shown (from slide 13 of the PPT) and participants are asked to move towards different sides of the room, each designated to correspond to one of the answers given. The correct answer is given for each statement before moving on to the following one.

Optional: Home Project Work (2 hours)
Participants are shown the website **http://worldslargestlesson.globalgoals.org/** and invited to go through the educational materials and resources provided, in order to prepare a lesson plan in their subject and targeting their students' age group, including elements of Sustainable Development or the SDGs. The lesson does not have to be about the SDGs themselves, but can include elements related to Sustainable Development whilst addressing topics present in the syllabi and following the set learning outcomes – e.g. an environmental or social justice topic can be used to teach a foreign language, or data related to food waste, poverty or loss of biodiversity can be used to tackle percentages in a math lesson, and so on.

The lesson plan shall contain the following information/elements:

- Subject
- Age Group
- Learning Outcomes
- Link to Syllabi
- SDG(s) addressed
- Breakdown of activities with timing
- Assessment
- Resources

Should the participants be willing to take part to this project work, the results can be shown/assessed together during the following Modules or discussed privately/via email with the trainer.

ANNEX