



Lesson 5: Sustainable Development Goals

Learning objective	To research the Sustainable Development Goals necessary to improve the quality of life of the people of Pakistan.
Lesson objectives	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Explain the purpose and meaning of the key SDGs • Describe projects in Pakistan that target the SDGs • Evaluate which SDGs are key to improving the quality of life of people in Pakistan
Vocabulary	Gender equality, inequalities
Previous learning	Learners have covered Lesson 4: Quality of life of women in Pakistan

Plan

Activities	Resources
Beginning (5 mins)	SDG Poster https://www.rgs.org/schools/resources-for-schools/the-sustainable-development-goals-infographic
Middle (50 mins)	Concise and accessible summaries of the SDGs https://www.unicef.org/sustainable-development-goals 60 Second Guides PDFs and videos

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	<p>You may decide to allow the class a further 10 minutes of research. This is recommended for higher abilities who would benefit from extensive research.</p> <p>For learners who need support or who are more visual learners, you can allow learners approximately 5 minutes to design a new logo for one of the SDGs they researched. You should encourage learners to make their logo specific to Pakistan. Learners can then try and guess each other's logos. Put the class into groups for the guessing, and then ask each group to report back one standout design. This task will target visual learners, learners who may need more support and those who may have struggled during the research task. More able learners could be encouraged to move on to the extension task. These designs can be used for a class display.</p> <p>Extension ideas: This activity lends itself to two extension tasks for more able learners as well as other learners who would benefit from a challenge. Learners can answer the following question: 'To what extent does the topography of Pakistan affect our ability to meet the Sustainable Development Goals?'</p> <p>Based on the class' previous learning, ask learners to write about population density, development of the tertiary sector, transport networks or climate rather than topography. If an 8th SDG was included as a key factor in improving the quality of life of the people in Pakistan, which one should it be? Learners can look at the list of the 17 Sustainable Development Goals and decide which one would most help the people of Pakistan improve their quality of life. They can write a persuasive speech arguing for its inclusion.</p> <p>Misconceptions: Learners do not need to have studied the SDGs in detail before doing the starter task. The ideas behind the six SDGs on this slide have been covered in previous lessons. For the extension task, learners can take the word 'affect' in either a positive or negative way as it is neutral in connotation.</p>	<p>https://www.rgs.org/schools/resources-for-schools/sustainable-development-goals</p> <p>https://www.rgs.org/schools/resources-for-schools/subject-knowledge-animation-sustainable-development-goals</p> <p>UN SDG website: https://sdgs.un.org/goals</p> <p>WEF SDG links- an interactive visual exploration of linkages between ideas in each SDG. For more able learners: https://intelligence.weforum.org/collection/a64a32e0-83b1-4bf7-b9d4-532e22f887f4</p>
End (5 mins)	Learners can answer the question on Slide 12 and share their ideas with the class. The teacher can make a list of answers on the board. Is there a noticeable pattern? Are the key SDGs similar for the different regions of Pakistan?	

Reflection and evaluation

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Reflection:

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