

Learning Tool Code	Title
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SDG9-SDGfP

The road to school

Objectives

- To learn from others and contribute to other people's learning;
- Ability to raise innovative ideas and non-traditional solutions;
- Apply critical thinking and problem solving to evaluate different sources of information and arguments relevant to SDG9;
- Respond positively towards achieving SDG9

Activity details

Materials – all the necessary materials are listed in the descriptions of the activities

Duration - 3 h 40 min

Number of group -3-4 groups, 5-6 students each

(5th grade, age 10-11 years)

Instructions

Lesson one (1 hour)

Activity one (30 min)

Students stand in 3 or 4 rows (5-6 students each with the navigator), as in a relay game, at one end of the classroom and hold each other around the waist or shoulders. The first student in the column wears a blindfold. Obstacles are placed in front of each column: sticks, cardboard boxes, school bags, etc. They are placed in different places, not in a straight line. Opposite to each row is their navigator who guides them between obstacles. At the teacher's signal, all the students in the column close their eyes, and one student speaks to them, for example, go two steps forward, go three steps to the right, five steps forward, one to the left, and so on. The whole point is to bring the whole row to the end while bypassing all obstacles. The group that arrives first wins and will not touch any obstacles. After two or three repetitions, the navigator changes.

Activity two (30 min)

After the activity is finished the teacher asks the students to think of this game as they are going to school on a foggy day. Based on that experience the teacher asks questions.

Different students answer the questions and they debate and compare answers.

- *Are there many obstacles on the road you take to school every day?*
- *How would you feel if you walk to school like this every day?*
- *Do you think your path to school is easy or hard?*
- *What would you change?*

Lesson two (2h 40min)

Activity one (20 min)

The teacher starts a classroom discussion about the city they live in.

Some of the questions they ask are:

- *How many people live in your city?*
- *Is the city only for humans?*
- *What options do they have?*
- *How do they get food, water, energy, etc.?*
- *What kind of work do they have?*
- *Who is in charge? Who leads the city and makes decisions?*
- *How are peace and order kept?*
- *How are rubbish and wastewater handled?*
- *How is everyone's health ensured?*
- *What about access to education?*

The teacher encourages more students to answer the same questions and to compare answers.

Activity two (50 min)

The teacher then divides students into a few groups (5-6 students each). When the students are divided the teacher asks them to think within the group of how the city is (where are the schools, police stations, hospitals located) and to think if they are easily accessible to everybody. Then to think about the green spaces and parks in the city and if they are enough.

They also need to think of what they would change in their city if they had a chance to. Students discuss 20-30 min within the groups and when they finish each group presents their findings and ideas.

Activity three (1h 30 min)

(Students should be informed to bring different materials for the needs for this activity beforehand)

After all the presentations are finished the teacher asks the groups to create a model of a city. Each group receives a large hard paper to "build" the city on. The model would be made from different materials cardboard boxes, wood, plastics, bottle caps different types of recycled materials that they can find and use. They will draw the roads on paper and place the buildings and things made from the materials they brought. They design the city with the suggested changes they came up with in the previous activity.

Tips for the facilitator

- 1) The teacher explains the rules for the game.
- 2) The teacher asks questions and encourages a discussion.
- 3) The teacher invites the students to share the results of the group work.

Debriefing

Students explain their ideas of ideal cities after the models are made. They express what they didn't like and what changes they made in their models.

Follow-up/Inspiration for the future

Students can design posters or brochures on the topic "Make the city green". The projects can be posted around the school and school ground or shared on the schools website or social media.

References/Further reading

<https://sdgs.un.org/goals/goal9>

<https://en.unesco.org/sites/default/files/resources-sdg9.pdf>

<https://www.bookwidgets.com/blog/2019/12/10-ready-to-use-lesson-plans-on-the-sustainable-development-goals>

Annex

Lesson two - Activity one
Questionnaire

QUESTIONNAIRE

- How many people live in your city?

- Is the city only for humans?

- What options do they have?

- How do they get food, water, energy, etc.?

- What kind of work do they have?

- Who is in charge? Who leads the city and makes decisions?

- How are peace and order kept?

- How are rubbish and wastewater handled?

- How is everyone's health ensured?

• What about access to education?
