

## Multicultural and inclusive education: Sustainability Lesson plan (Spain)

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**Lesson title:** Sustainable development in the school.

**Lesson brief description:** With this activity, our students will learn about ecological viability and social justice.

Students will get the tools and resources needed to investigate about sustainability and to communicate about its importance. The ultimate goal is that students are encouraged to apply sustainability actions in their daily life.

The SDGs are not typical of a specific area of the curriculum, but will be the transversal axis that encompasses each of the curricular areas, hence their interdisciplinary character.

**Time (Lesson duration):** Two work sessions that are part of a fifteen-day didactic unit.

**Methodology:** collective and cooperative work, individual and collective reflection.

**Materials needed:**

- Activity 1: mats, hula-hoops, large plastic building blocks, cones, plastic spikes with rounded tips, various fabrics, tweezers.
- Activity 2: Chalk.

**Students' age:** 8 and 9 years old children.

**Aims/Goals or SWBATs** (Students will be able to.....)

- To make students aware of the Sustainability Development Goals (SDGs).
- To raise awareness of the SDGs for society.
- To raise students' awareness of global issues.
- To offer tools to work on the SDGs in their immediate environment.

**Lead-in** *What's going to happen here to introduce your students to the topic?* Time 1 hour  
Students will watch a video on the SDGs and a collective reflection will take place.  
Afterwards, each student will choose the goal he/she liked the most and draw it on a piece of paper.

<https://youtu.be/ZxlQEo7u1T0>

**What key-concepts could teachers focus on? What needs to be pre-taught?** Time 1 hour.

Housing, child labor and cooperation. Previously, through a brainstorming session, a review of the following concepts will be carried out: types of housing, construction materials, types of roads and paths, distances (units of measurement and weight), labor organization and child labor.

**List of activities with brief description of each one and time for each one:**

**Construction of a hut:**

1. Presentation of the material with which the students will have to build a house (mats, hula-hoops, large plastic building blocks, cones, plastic spikes with rounded tips, various fabrics, tweezers).
2. Explanation of the vital realities of developing populations.
3. Construction of a hut that meets the following conditions: it must have walls and a roof, and have enough space to accommodate the members of the construction team.
4. Sharing of the realization of the activity and how it made them feel.

**The wheelbarrow:**

1. The students paint various paths on the ground simulating the route that children in the third world take to go to school or work.
2. In pairs, one person stands on a quadruped and the other behind him holding his feet, one simulating the wheelbarrow and the other the working child.
3. At the halfway point, the children exchange roles to finish the course.
4. Sharing of the realization of the activity and how it made them feel.

**What are other follow up (or homework) activities that can be included?**

1. Visualization of the story "Chavela wants to go to school" (in Spanish)  
<https://youtu.be/J0uETxbq0M0?feature=shared>  
Or "Child labour story and right to education for kids (in English)  
<https://youtu.be/U6bBudEnSG4?feature=shared>
2. Making a summary of the story.

***What methodology / activities are used for assessment?***

*Creation of a mural in small groups and oral presentation of it. The following will be evaluated: the language used, the organization of the work, the assimilation of key ideas and oratory. The summary of the story will also be evaluated.*

**Other thoughts about this lesson plan:**

As they are primary school children, we work on activities that are simple to understand, linking them to their experiences. In addition, the children use their own bodies and manipulative materials to facilitate the understanding of the concepts.