**Multicultural and inclusive education: Your Lesson plan**

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| Lesson title: How can I contribute to sustainable development through my consumer behaviour. |
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| Lesson brief description  Introduction:   * 5 minutes warm-up exercise with a Mentimeter looking at what they learned from the video * 5-minute recap on the language associated with SDGs, which they have covered in a previous topic.   Debate:   * Planning - 15 minutes given to the teams to prepare their arguments for or against the motion. * Debate - Each team has 6 minutes each to put forward their arguments. * Counter Arguments - Each team then has 2 minutes each to put forward their rebuttals. * Summaries - Each team then has 2 minutes to summarise their arguments.   Feedback:   * The last 10 minutes involve students giving feedback on the debate and in particular those who had to argue a motion they did not agree with they have the space to   Homework assigned |
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| Time (Lesson duration): 58 mins class |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…)   * Mentimeter Quiz * Brainstorming the relevant SDGs as a group * Individual and group planning * Group activity of debate * Choice board for homework activity |
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| Materials needed:   * Chromebooks for Mentimeter * Paper for the planning of debate * A jury made up of a teacher and 3 students for debate |
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| Students’ age: 15 years old |
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| Aims/Goals or SWBATs (Students will be able to......)   * Debate the ethical and sustainability issues that arise from their consumption of goods and services. * Evaluate how they can contribute to sustainable development through consumer behaviour. |
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| Lead-in *What’s going to happen here to introduce your students to the topic?*   * As part of my flipped classroom philosophy students will have to watch the following video before class and be prepared to discuss it. The video will be inserted into a flip grid assignment that they have to answer questions on.   <https://www.storyofstuff.org/movies/story-of-stuff/>   * Mentimeter at the start of class to answer a few warm-up questions and create word clouds on SDGs and Consumerism. |
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| *What key-concepts could teachers focus on? What needs to be pre-taught?*   * SDGs have been pre-taught * Sustainability in the world of business has been pre-taught * Consumer rights and responsibilities have been pre-taught |
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| *List of activities with brief description of each one and time for each one:*   * Pre-lesson video as a flip grid assignment they must complete to participate in the next class <https://www.storyofstuff.org/movies/story-of-stuff/> * Mentimeter quiz for warm up * Debate on ethical consumption: divide the class into for and against the motion that “Sustainability with regards to consumption is a waste of time” * Choice board activity for homework on sustainable consumerism. |
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| *What are other follow up (or homework) activities that can be included?*  Students will be given a choice board of 6-8 different activities. They will have to choose one, but the assignment of their choice will have the same topic which is:  Advise people of your age on why and how to be a sustainable consumer. |
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| *What methodology / activities are used for assessment?*   * Choice board activity * Debate * Flip grid activity * Group discussions * Feedback via mentimeter |
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| Other thoughts about this lesson plan:  This is only one lesson out of a 2 week plan on SDGs and Sustainability in the world of Business. |
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