

HOW TO TAKE PART IN THE 2022 SDG TEACH IN

January 20th, 2022

SUSTAINABLE
DEVELOPMENT
GOALS



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM

#SDGTeachIn

AGENDA

- Introduction to the SDG Teach In
- Exploring the SDGs
- Impact of 2021 SDG Teach In
- What do we need to do now to take part in the 2022 SDG Teach In?
- Next Steps



INTRODUCTION TO SOS-UK

- Students Organising for Sustainability UK charity, launched October 2019
- Part of that NUS family with 550 students' union members representing 7 million students.
- SOS-UK engages, inspires and empowers students to lead on sustainability. Ours is a long-term investment in education today for a better future tomorrow.

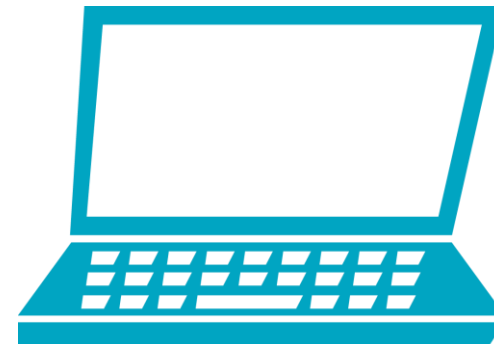


Our Mission

- Getting more students **leading on**, and **learning about**, sustainability.
- Embedding sustainability in all types of education, **from early years to adult learning**.
- Making sustainability **more inclusive**, for everyone.

WHAT IS THE SDG TEACH-IN?

From the **21nd February - 4th March 2022** educators of all kinds in universities, colleges, schools etc. are including the UN Global Goals for Sustainable Development, otherwise known as Sustainable Development Goals (SDGs) in their teaching, learning, assessment, training etc.



WHY DO WE DELIVER THE SDG TEACH IN?



91% say they agree their place of study should actively incorporate and promote sustainable development



84% would like to see sustainable development actively incorporated and promoted through *all* courses



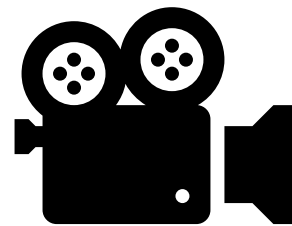
66% say sustainable development is something they would like to learn more about

EXPLORING THE SDGs

WHAT ARE THE SDGS?

The sustainable development goals (SDGs) are a **universal set of goals, targets and indicators** that all UN member states will be expected to use to frame their agendas and political policies from 2015-2030.

The SDGs set out a **framework** for eliminating poverty, taking action on climate change, and creating a more just and sustainable future for all.



THE SDGS COVER A BROAD UNDERSTANDING OF SUSTAINABILITY AND HELP TO IDENTIFY LINKS TO OUR TEACHING, LEARNING AND WORK



The SDGs are interconnected - they impact one another, progress on one SDG will impact another



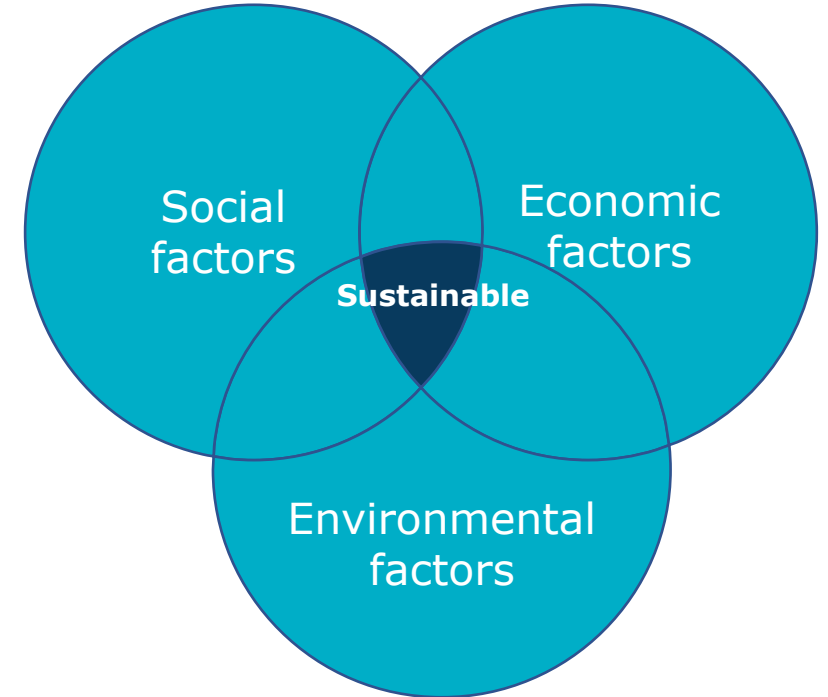
HOW DO YOU CONNECT TO THE GOALS?

- Choose a goal that resonates with you (for any reason - personal interest, area of study etc.)
- Why you chose that goal? Why does it matter to you?



WHY THE SDGS?

- The SDGs demonstrate the links between **social, environmental, and economic challenges**. They serve as an effective conversation-starter and should help to identify how sustainability is related to your interests and studies.
- It is important to **engage critically with the SDGs...** What has been left out? What type of future will they create?
- The 17 goals alone will likely not go far enough to create a better future for all. However, we hope that through the SDG Teach in educators and learners will be able to **identify how you can contribute to solving some of the world's greatest challenges**.



2021 SDG TEACH IN

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- The 2020-21 campaign saw the highest number of educators taking part, the highest number of students reached and the highest number of institutions taking part since the campaign's inception in 2018.



496 educators pledging to incorporate the Global Goals into their teaching and learning



47,292 students & learners reached through lessons, workshops and tutorials



48 educational institutions taking part, including schools, colleges, universities, students' unions and training providers

2021 SDG TEACH IN

Leaderboards were compiled to showcase the institutions that had the highest number of educators taking part, and the highest % of their students reached by the campaign. The leaderboards helped to generate some friendly competition between institutions.

Top 10 institutions with the highest number of educators pledging to take part

Position	Institution Name	# Educators pledged
1 st	University of Exeter	96
2 nd	Ulster University	69
3 rd	Glasgow Caledonian University	52
4 th	Oxford Brookes	44
5 th	UWE, Bristol	39
6 th	Keele University	26
7 th	Bournemouth University	22
8 th	Galway-Mayo Institute of Technology	19
9 th	De Montfort University	15
10 th	University of Worcester	14

Top 10 institutions with the highest % of their students that were reached by the campaign

Position	Institution Name	% Students reached
1 st	University of Exeter	40.9%
2 nd	Glasgow Caledonian University	32.4%
3 rd	Oxford Brookes	24.3%
4 th	UWE, Bristol	17.2%
5 th	Ulster University	17.0%
6 th	Exeter College	16.3%
7 th	Falmouth University	12.9%
8 th	Keele University	11.1%
9 th	Bournemouth University	11.1%
10 th	De Montfort University	9.6%

CASE STUDIES

Case study: Prestwick Academy, South Ayrshire, Higher Spanish Class

Enabling students to make connections with different people and their culture and play a fuller part as global citizens:

- Students watched a documentary about the Barefoot Foundation (Pies Descalzos) in Colombia, which focuses on education, inequalities and food production & distribution
- Students were tasked with producing a short essay or presentation in Spanish to talk about the work of the Barefoot Foundation and links with the SDGs, as well as reflecting on whether the issues faced by children in Colombia are similar to those faced by young people in Scotland

“This project is an example of how we can use SDGs as a viable context for language learning and developing cultural awareness.” *Ashleigh Evans, Modern Languages Teacher*

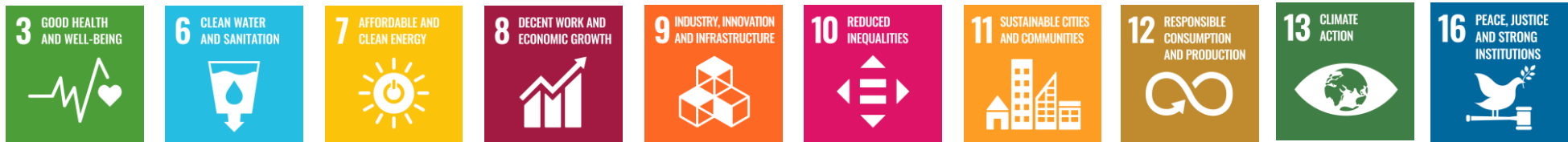


Case study: University of Exeter, Mathematics

The module “Mathematics for Environment and Sustainability” uses group work projects to explore the potential and limitations of mathematical modelling, scientific computing and data science tools for addressing key societal and technological challenges relating to environment and sustainability.

- The module’s three themes, titled “Optimal decision making for the renewable energy economy”, “Social and Ecological systems” and “Infectious diseases”, map to a number of the SDGs.
- Students are encouraged to engage with the SDGs in their groupwork projects and associated assignments, and are signposted in lectures and through the module’s virtual learning environment to relevant sources.

“This is a unique module - it gives you the chance to work on projects within other disciplines and relates them to what you are studying. Instead of simply watching mathematics, this module allows you to explore your own interests, or even find them if you’re still in the dark. Mathematics opens many doors, but it was through this module that I decided which doors to walk through.” *Student*



Case study: Bournemouth University, SMEs and Entrepreneurial Finance

A focus on marginalised groups and their inability to gain access to entrepreneurial finance.

- Students looked at Goal number 5, Gender Equality, and how students view the problem and highlighting the issue from a global perspective.
- Gender Bias was discussed in the context of traditional finance, through relevant literature on alternative finance market and the presence of gender bias e.g. Venture Capital market;
- Students deliberated on the potential of crowdfunding to be democratizing access to finance but being aware of the research around this area of finance and the impacts.
- Students discussed how entrepreneurial solutions can reduce bias and support this Goal.

“It was rather interesting to note students' perspective from their own countries (this is a largely international postgraduate cohort from Asia, Africa, Latin America, EU) and their own experiences of facing bias, due to gender, on entrepreneurship.” *Senior Academic, Bournemouth University*



Case study: Keele University Students' Union, SDGs and Liberation

An online workshop was held to work with the Union's part-time officers, to help them understand the SDGs and how Sustainability is directly linked to social justice and liberation

- Policy was passed at KeeleSU Council mandating the SU to embed the SDGs throughout events, campaigns and activities
- The SU wants future sustainability endeavours to meet the needs of liberation groups
- The workshop introduced the SDGs as an accessible way of understanding the breadth of sustainability, especially for those that haven't formally studied sustainability, and how previous work that the SU has done could be improved by thinking about the SDGs

“We believe education for sustainability should transcend the formal curriculum and is the responsibility of all University and Union staff, not just academics and lecturers. We'll be continuing our work with the SDGs in the coming months and we can't wait for next year's Teach In!” *Charlotte Burke, Student Activities Coordinator*



HOW TO TAKE PART IN THE 2022 SDG TEACH IN

WHAT DO WE NEED TO DO NOW? - EDUCATORS

Pledge to take part in the 2022 SDG Teach In!

Come up with your own 'action plan' for the SDG Teach In

1. What SDGs are relevant to your work?
2. What are different activities in teaching, learning and assessment that will take place during the campaign?
3. How can you embed relevant SDGs into upcoming teaching, learning and or assessment activities?



WHAT DO WE NEED TO DO NOW? - STUDENTS

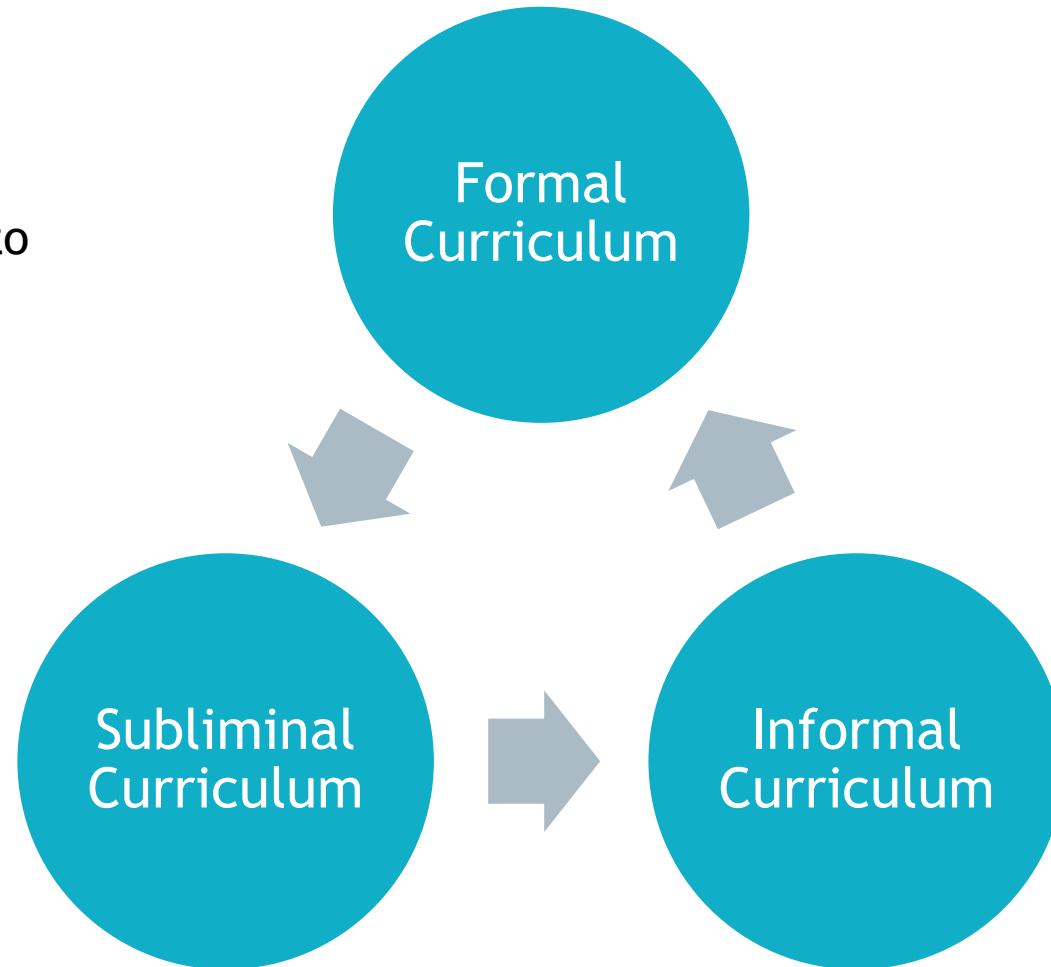
Encourage your educators to pledge to take part in the 2022 SDG Teach In!

1. Share with your educators details of the SDG Teach In from the [comms pack](#).
2. Share with your educator SDGs relevant to your learning.
3. Try to embed reference to topics related to the SDGs in your assignments
4. Speak your course/programme rep about with the SDG Teach In and incorporating SDGs into your modules



FORMAL, INFORMAL AND SUBLIMINAL CURRICULUM

Consider the different curricula you contribute to at your institution or in your role.



WHERE CAN I INCORPORATE THE SDGs IN MY TEACHING, ASSESSMENT, TRAINING ETC.?

- Case studies
- Debate
- Discussion
- Group work
- Stimulation (films, books, plays etc.)
- Events

SUSTAINABILITY SKILLS

Using resources efficiently to limit the impact on the environment and other people

Looking at global problems from the perspective of people from around the world

Considering ethical issues linked to your subject

The causes of inequality in the world

Thinking critically about information presented

Understanding how human activity is affecting nature

Challenging the way we do things now (like business, politics, education)

Solving problems by thinking about whole systems - including different connections and interactions

Communicating complex information clearly and effectively to different types of people

Understanding how to create change

Looking at a problem using information from different subjects or disciplines

Planning for the long term, as well as the short term

WHAT CAN I DO NEXT?

- Pledge to take part in the SDG Teach In

Pledge to take part in the SDG Teach In and incorporate the SDGs in your teaching, learning and/or assessment during the campaign (February 21st - March 4th).

- Encourage your colleagues to take part!

Our leaderboard adds some friendly competition to the campaign by celebrating institutions who have the highest number of educators pledging or highest number of students reached. You can use our [communications pack](#) with email templates and graphics to share the message!

- Share your experience for a case study!

At the end of the two-week campaign we'll send over a short questionnaire to get some feedback on your experience, as well as provide a template to support you to share a case study

LET US KNOW WHAT YOU THINK

Please feel free to share any ideas or questions!

Share your experience on Twitter with **#SDGTeachIn**

Learn more at: sos-uk.org / @sosukcharity

Any questions? hello@sos-uk.org