



# SDG-Related activities to enhance students' academic skills

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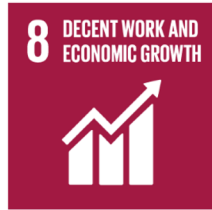


# Sustainable Development Goals

“The Sustainable Development Goals (SDGs) aim to transform our world. They are a call to action to end poverty and inequality, protect the planet, and ensure that all people enjoy health, justice and prosperity. It is critical that no one is left behind.” (WHO)

# THE GLOBAL GOALS

For Sustainable Development





# Teaching Context

## ENGL 0211 (Academic English for the Liberal Arts)

- an **integrated language skills and content** course
- prepares pre-freshman students at AUC for success in courses taken simultaneously, as well as subsequently in the freshman program
- students develop **communication and critical thinking skills**, learning strategies, and attitudes essential to success
- Students gain **knowledge of the liberal arts**
- Students **work** both **independently and collaboratively** with their peers

# Course Learning Outcomes

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**ENGL 0211 is designed to enable students to:**

1. Comprehend, analyze and evaluate authentic texts from a freshman-level course (**reading**)
2. Demonstrate understanding of information presented orally by faculty and peers in lectures and discussions (**listening**)
3. Communicate ideas in writing, following academic conventions (**writing**)
4. Demonstrate university-level speaking skills (**speaking**)
5. Use university resources effectively and ethically (**academic literacy**)
6. Demonstrate understanding of academic culture and requirements (**acculturation**)
7. Monitor and assess their own understanding of course material, use of strategies and ability to transfer learning and strategies from one setting to another (**metacognition**)

# SDG-Related Activities

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1. Artistic Expression

2. Awareness Campaign

3. Interviews

4. Research

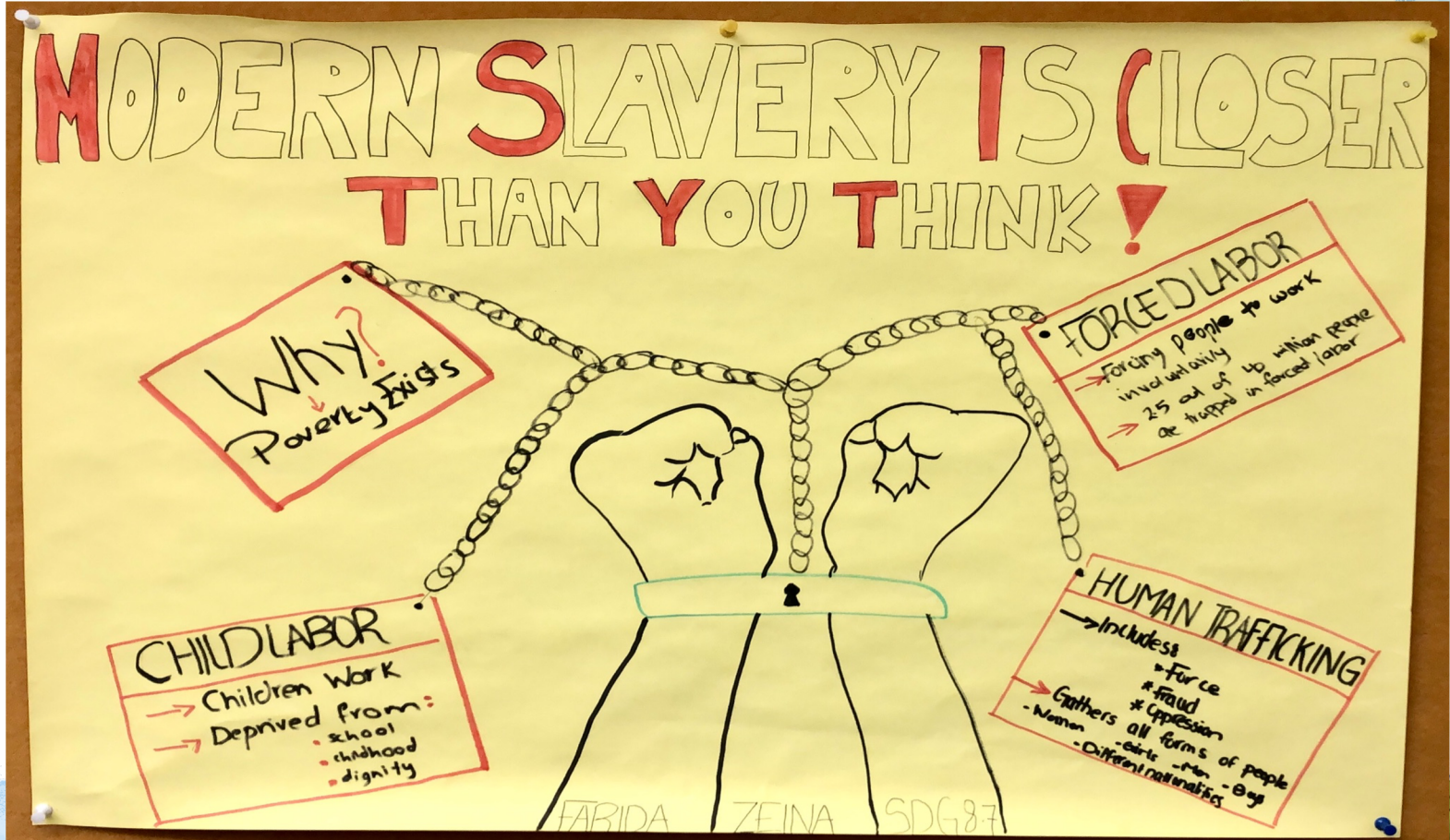
5. SWOT Analysis

# 1. Artistic Expression

- In groups, students work on an auditory or visual representation of a target related to an SDG the class is discussing.
- The goal of the representation is:
  - to make the audience pay attention.
  - To call for action
  - To make the audience to sympathize with those affected by the issue.



**SDG 8.7 F. & Z.:** Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.



## 2. Awareness Campaign

- Students work in groups on a project of their choice
- The aim is to raise awareness about an SDG-related issue.
- They find sources, gather information, analyze the data and produce a short video
- One example of a project is how Instagram affects teenagers' mental health (link between SDG3 (Good Health and Wellbeing) and SDG4 (Quality Education))
- The first minute of [this](#) video gives an idea about the work that goes into a project like this.
- And [this](#) video as well.

## 4. Interviews

- During a Module on SDG 8, Decent Work and Economic Growth, students are asked to go outside of class and interview people from the AUC community.
- The interviewees could be students, staff, faculty and/or security guards.
- One question could be “What do you think “decent work” entails? And “Do you think the kind of work you do is decent? What makes you think so?”
- They are given 20 minutes to complete this task.
- They give short reports when they come back to class, relating the answers they had to the idea of sustainability and the extent to which the SDG they conducted the interview on is sustainable in their own community.
- A discussion ensues about the role of the citizens and/or the government in making the

## 4. Research

- Any time during the semester
- At the beginning, finding information about:
  - Assigned SDGs
  - How different SDGs are interconnected
  - Extent to which SDGs have been achieved in different countries
  - Targets related to specific SDGs
- Students then give presentations, either individually or in pairs
- Students watch TED talks about specific SDGs and write a response
- In one course, students developed a problem-solution analysis research paper on an SDG-related issue of their choice.



# 5. SWOT Analysis

- During a module on SDG 8 (Decent Work and Economic Growth), students were asked to search Flat 6 Lab businesses, select one startup they find interesting and conduct a SWOT analysis on it, focusing on
  - Strengths
  - Weaknesses
  - Opportunities
  - Threats
- A class discussion ensues about the pros and cons of startups in general and the ones they selected in particular
- Depending on the time available, students may be asked to write a reflection on the different startups presented, selecting the the one they think is the best and why.

One example is in the following slide

# Students' Names: ----- and ----- SWOT Analysis

Startup: lunchies

Strengths	Weaknesses	Opportunities	Threats
Nutritionally balanced	Parents will rely more on this organization always	Hire new employees	Brands like lunchies are invading the market with the same idea
Visually attractive	Decrease the interaction between the parents and the children	Support small startups	Parents may get inspired from the founders
Fun for kids to eat	Expensive ingredients that may not suit the budget of some families		

## 6. Debate

- During a Module that discusses SDG 4, Quality Education, students were asked to choose a topic from a list of topics given.
- They chose the following statement to debate:
  - Working under pressure is motivational for freshmen students.
- The class (18 students) was divided into two groups: those agreeing with the statement and those disagreeing.
- Each group did their search on both sides of the argument.
- They were ready to begin the debate when the two judges announced the rules of the debate.
- Group members rotated, presenting their arguments, refuting the other side's arguments and responding to them.

# Concluding remarks

- There is a lot that can be done in teaching university-level students using SDGs.
- Connecting the ideas with students' everyday lives makes the experience meaningful, engaging and fruitful.
- Working in groups develops students' collaborative and communication skills.
- The activities described above could be implemented with all SDGs and/or other course content, depending on the students' context.

# Thanks!

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Do you have any questions?  
[yasmine@aucegypt.edu](mailto:yasmine@aucegypt.edu)

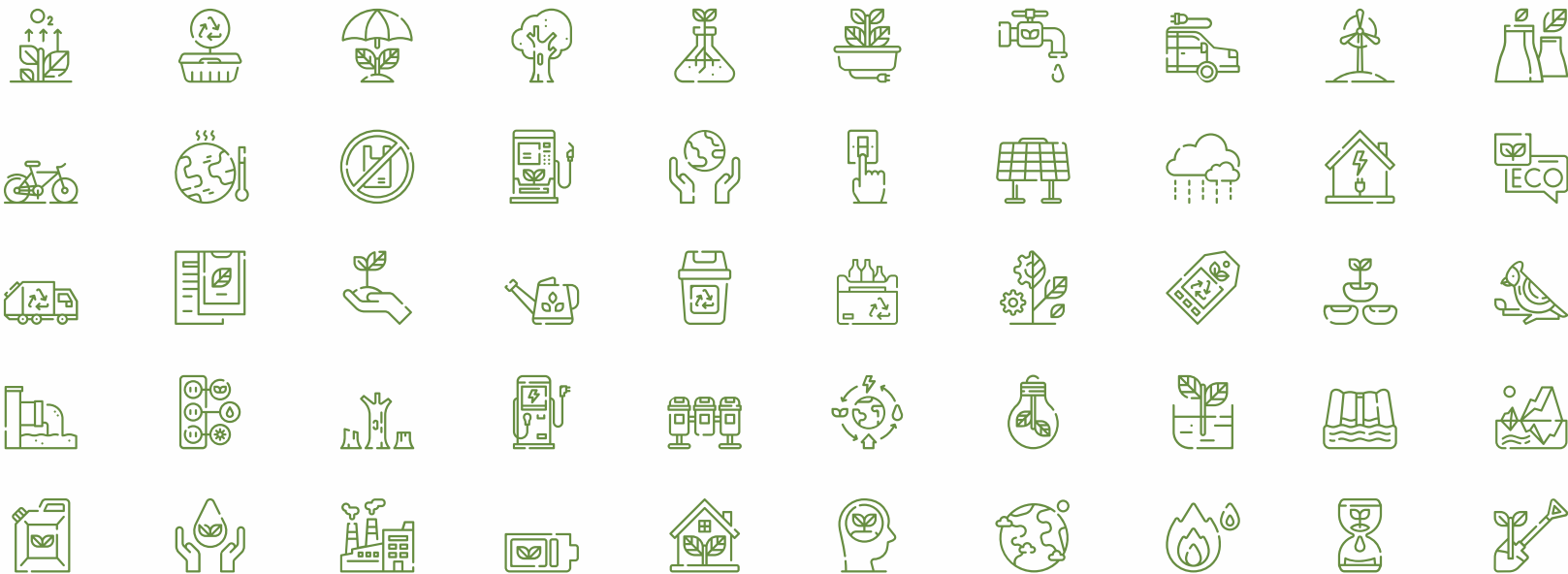


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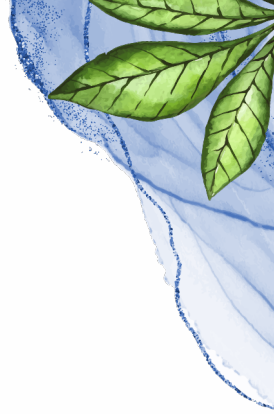
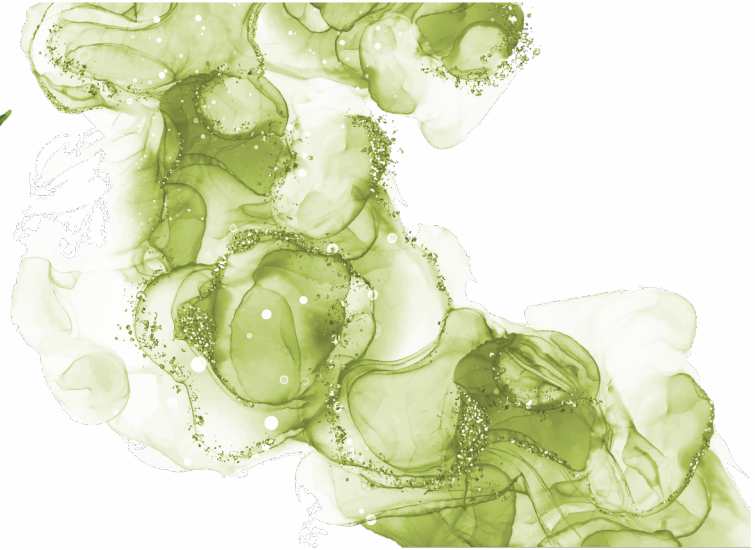


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## PHOTOS

- Young kid spending time in nature
- Beautiful horse at country side
- Woman at a beach party
- Front view smiley woman holding bowl
- Front view smiley man posing at beach

## ICONS

- Ecology lineal icon pack



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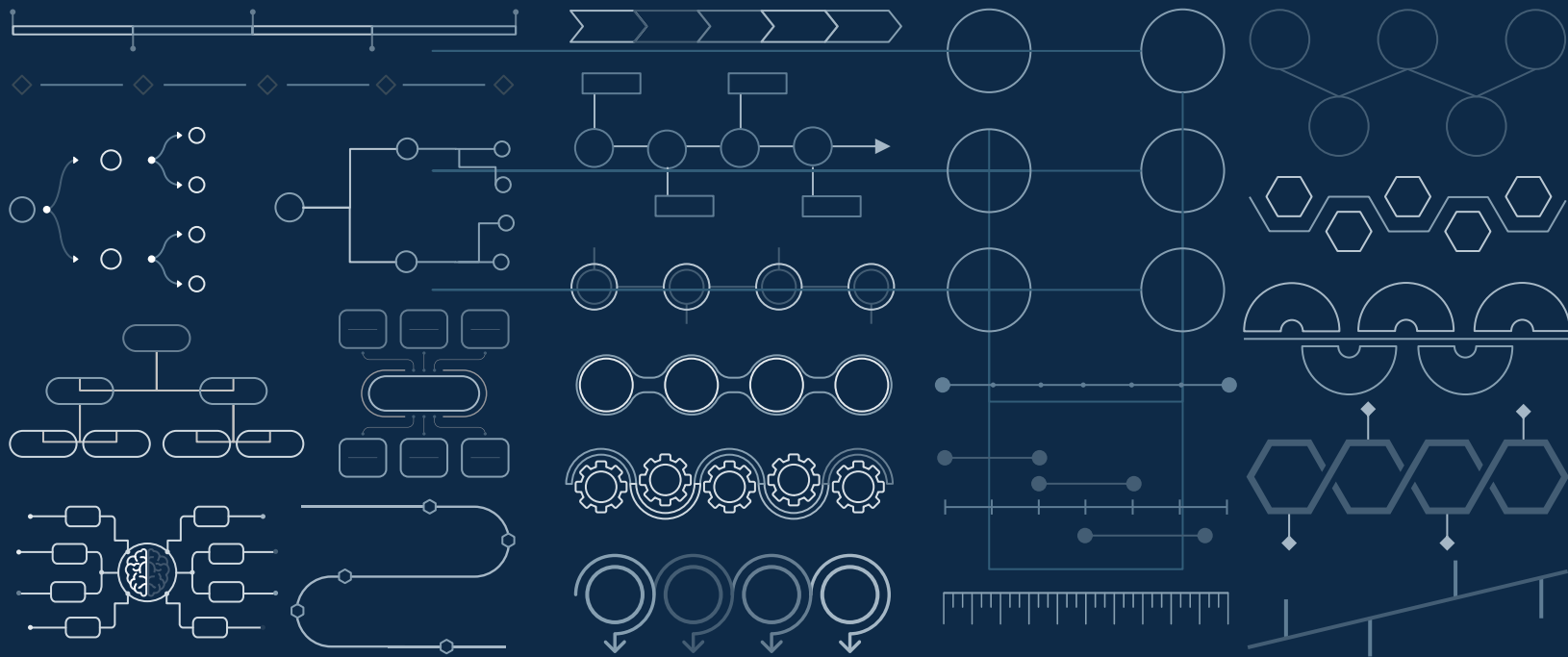
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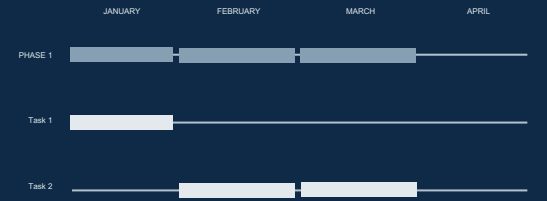
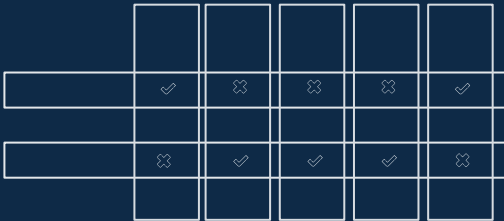
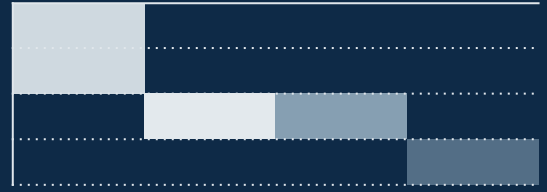
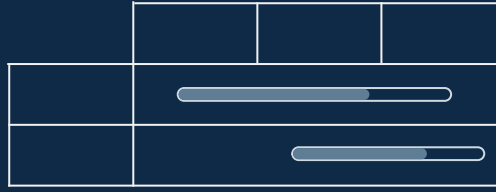
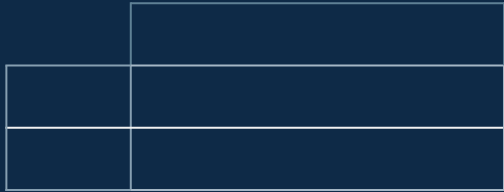
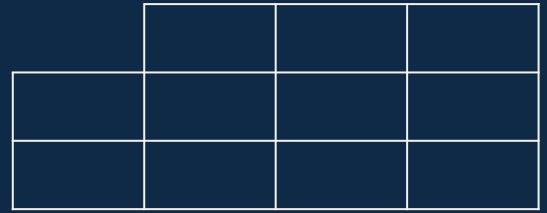
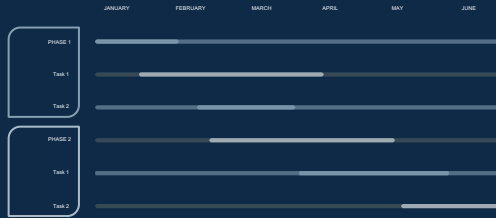
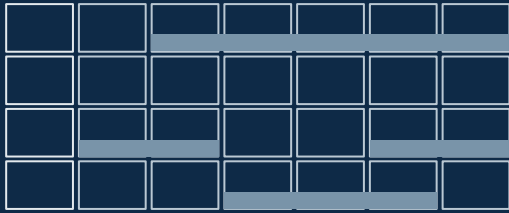


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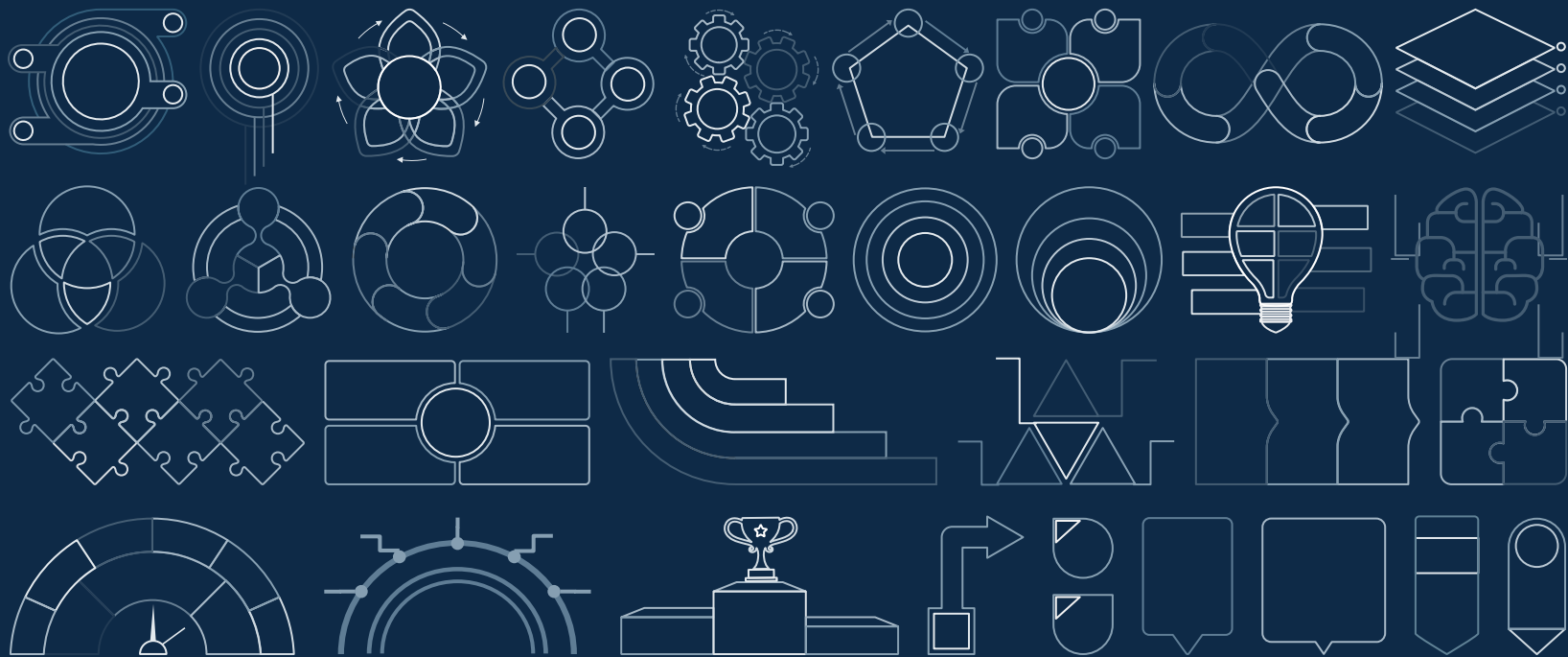


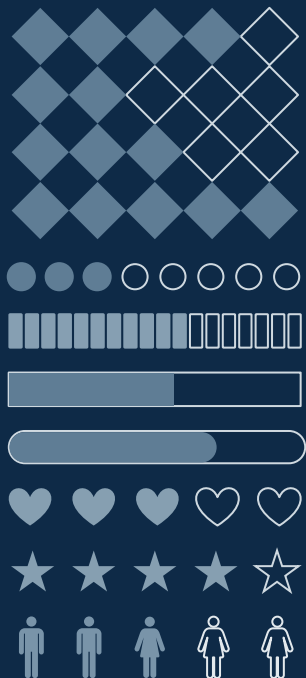
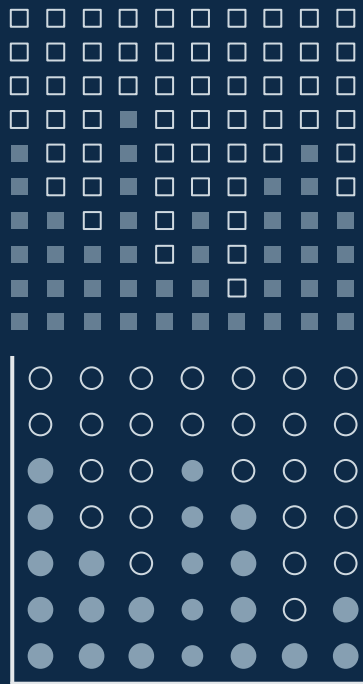












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