

The Britannica
Inquiry Framework
to Teaching the
United Nations
**Sustainable
Development Goals**



**“Be a global citizen.
Act with passion and
compassion. Help us make
this world safer and more
sustainable today and for
the generations that
will follow us. That is our
moral responsibility.”**

- UN Secretary-General Ban-Ki Moon

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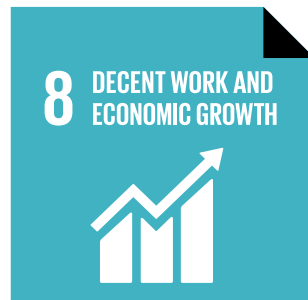
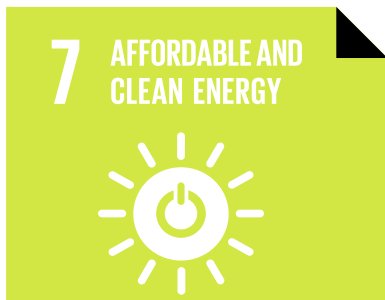
Introduction to the Global Goals



In 2015, world leaders agreed to 17 goals for a better world by 2030. The United Nations Sustainable Development Goals serve as a blueprint to a more sustainable future for all. They address global challenges and have the power to end poverty, fight inequality, and stop climate change.

As we wrap up the first 5 years since launching these goals and enter a new and final decade for critical change, we are calling upon schools, educators, students to help work together amplify, reflect, and act on the UN Global Goals. **Will you join us?**

The Global Goals For Sustainable Development



Britannica's Global Goals Learning Framework

As a global education leader, working to support students in becoming lifelong learners and citizens of the world, Britannica educators have partnered with the United Nations Global Goals to empower students and teachers to research, connect with, and act on the 17 goals outlined by the UN.

Together, we know that we can empower and inspire students to be active citizens and lead the charge in ending poverty, fighting inequalities, and stopping climate change.

We have built Global Goals lessons upon the principles of Project Based Learning, Inquiry-Based Learning and Guided Instruction (GI), and encompass skills based on Bloom's Taxonomy and the DOK. These principals are infused in each lesson and are the foundation for not only helping students engage with the goals, but also develop critical skills such as research, inquiry, media literacy, fact-checking, investigating bias, communicating information, and persuading peers.

Encyclopaedia Britannica's Framework

Each lesson asks educators to reflect on the following three questions:

- 1 What is most important for students to know?
- 2 What is most important for students to be able to do?
- 3 What values do we want students to be able to develop?

The United Nations Sustainable Development Goals

- 1 Solve a Real Problem: SDGs are real problems! Being explicit with students and connecting their work locally to SDGs frames their PBL work as global citizens.
- 2 Meet a Design Challenge: Informing the public about the UN SDGs is an important task. How will students do that? Who will their audience be?
- 3 Explore a Question: Students explore large questions about the world that cuts across cultures and nations.
- 4 Conduct an Investigation: Does your community have clean water, provide a quality education, or promote responsible consumption? Investigating these goals yields answers to the UN SDGs and can be shared.
- 5 Take a Position: What are your students' worldviews on any of these topics? Who informs them and how do they communicate that view? Comparative approaches are effective.

Woven into each lesson are core structural elements, along with clear student outcomes.

Britannica's Global Goals Learning Framework

Lesson Structure

Each of the designed lessons will:

- Align with the UN's Global Goals
- Encourage rigor
- Command critical-thinking
- Inspire curiosity and instill joy in learning (since 1768)
- Be inquiry-based
- Use 21st-century skills such as communication, collaboration, and creativity
- Build student choice
- Provide opportunities for feedback and revision of the plan and the project
- Require students to present their problems, research process, methods, and results
- Focus the student on a big open-ended question, challenge, or problem to research and respond to and/or solve

Student Outcomes

In the lessons, students will:

- Gain a better understanding of global issues
- Identify current key issues that exist within the global problem
- Feel encouraged to become designers, thinkers and innovators
- Create, explore their curiosities and wonderings
- Make personal connections and explore their own interests
- Find new meaning through the information they discover
- Share their learning with their local community and the wider world

The Goalkeeper's Journey

The Goalkeepers Journey is an inquiry-based model to introduce students to the Global Goals, foster their understanding and engagement, ask them to reflect and get feedback from their community, and ultimately take action. Inquiry is not only a cycle of discovery and engagement, but also a skill that fosters lifelong curiosity.



The
Goalkeeper's
Journey to End
Climate Change



The following Goalkeeper Journey outlines a project-based lesson example to engage students in the Global Goals that are intertwined with climate change.

The entire journey can be viewed as a unit of study that is comprised of individual activities that tie together and lead a student towards deeper connections, understanding, and ultimately action.

The facilitator or teacher can use the full journey, an extended series of lessons, to engage students in the Global Goals over the course of several days or weeks. Educators can also pull single activities from the journey to use in their existing lessons.

Facilitators will use the following structured lesson outline to direct their teaching, remembering that the central focus is for students to have an experiential learning encounter that is inquiry-based.

The role of the facilitator is to ensure that each lesson is student-centered and that appropriate scaffolds and guidance are put in place to lead and guide students into a self-directed, project-based learning experience.

Goalkeeper Journey: **Climate Change**

Student Outcomes

Students will be able to:

- Identify the Global Goals associated with climate change.
- Analyze the importance of taking care of our environment.
- Evaluate the impact, causes and solutions of climate change.
- Design and share practical ways in which individuals can participate in having a positive impact on the environment and climate change.

Target Global Goals

- Climate Action
- Life on Water
- Life on Land
- Sustainable Cities and Communities

Cross Curricular Connections

- Social Studies, History, Humanities
- Geography
- Science
- English and Language Arts
- English as a Second Language

Key Vocabulary

- Climate change
- Emissions
- Greenhouse gas
- Weather
- Carbon dioxide (CO₂)
- Global warming
- Fossil fuels
- Sea-level rise
- Temperature
- Renewable energy

BUILD SKILLS:

Identify + Justify

Goalkeeper Journey: Climate Change

Guiding Questions

Use these questions as a guide to prompt student thinking and discussion about the Global Goals and Climate Change:

- 1 What Global Goals does Climate Change relate to?
- 2 Which goals interest you the most? Why?
- 3 Why are these goals important to you?
- 4 What links are there between the goal/s and the community you live in?
- 5 What is your community doing to address these goals?
- 6 How are the Global Goals interconnected? If we achieved Goal 13 (e.g. Take urgent action to combat climate change and its impact), what effect would that have on the other Global Goals?
- 7 Can you list ideas or ways that you and your community can address the climate change issue?
- 8 Can one person make a difference?
- 9 How much do you know about Climate Change?
- 10 How has climate change affected the world? How does it affect you and your local community?
- 11 How has the climate changed over the past 100 years?
- 12 How have people and the world failed to address the issues of climate change?

BUILD SKILLS:

Explore + Identify + Recall



Starting the **Inquiry Journey**

Exploring Interest Areas

Invite students to open their minds and stimulate their curiosity and interest through a fun and engaging activity that delves straight into the challenge/issue.

Remind students that this is the beginning of the inquiry journey, so they should have open minds to explore interest areas and ideas in relation to climate change issue.



Know What do I KNOW ?	Wonder I WANT to learn...	Learn What did I LEARN ?

Activity 1: **KWL**

Have students explore what they already know about the issue (existing knowledge); what they would like to know and learn about the issue and then have them revisit these ideas once the inquiry is complete.

BUILD SKILLS:

Explore + Identify + Justify + Recall



[View **Activity**](#)

Exploring Interest Areas



See, Think, Wonder



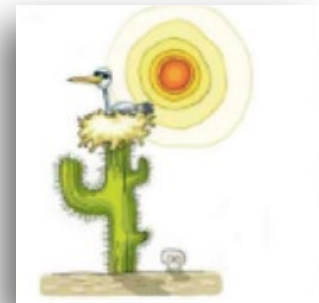
SEE What do you see in the image?	THINK What are you thinking about as you look at the image?	WONDER What wonderings (questions) do you have about the image?

Activity 2: See-Think-Wonder

Provide prompts that stimulate students' minds and challenge their thinking. Show students images that are relevant to climate change, and ask them to identify their feelings, thoughts or wonderings about each image.



[View Activity](#)



BUILD SKILLS:

Explore + Identify + Justify + Recall



Framing the Inquiry

Guide students (scaffold and prompt when necessary) through each of the following steps required to complete an inquiry on climate change.

Make Connections

Encourage students to explore their current knowledge of the issue and any connections, experiences and beliefs they may bring to climate change. Have students complete the VIBE Activity.



Values What do I VALUE ?	Instincts What are my first thoughts, feelings, ideas and NATURAL INSTINCTS when I think or hear about this issue?	Beliefs What do I BELIEVE about the ideas surrounding this issue?	Experiences How have I been affected, and what things have I EXPERIENCED in relation to this issue?

Activity: **VIBE**

Students will bring different experiences with them. Guide them in identifying their values, beliefs, feelings and experiences.



[View Activity](#)

Explore and Make Deeper Connections



Explain to students that this step is for them to delve deeper into what climate change actually is and to start making connections between their own beliefs, values, feelings and experiences (from VIBE Activity in 'Make Connections'), and the ideas and concepts they encounter with relevant content.

Explore

- Articles
- Images
- Videos
- Primary Source Documents
- Website

The screenshot shows the Britannica LaunchPacks interface for 'Climate Change' (GRADES 6-8). The page features a navigation bar with 'Home', 'Search', 'Notifications', 'Help', and 'Britannica Digital Learning'. Below the navigation bar, there are options to 'LaunchPack', 'Customize', 'Activities', 'Favorite', 'Assign', and 'Send to'. A section for 'View Curriculum Standards related to this Pack.' is visible. The main content area displays a grid of content cards, including 'DOZENS OF QUESTIONS AVAILABLE', 'IMAGE' cards for 'climate change: timeline' and 'global warming', and 'ARTICLE' cards for 'global warming' and 'greenhouse effect'. A 'VIDEO' card for 'climate change' is also present. A blue callout box on the right side of the screenshot reads: 'Activity 1: Discover with LaunchPacks. Students will explore a collection of multi-media content on climate change in Britannica LaunchPacks Science to begin their investigation.'

See Pack for
Grades PreK-2

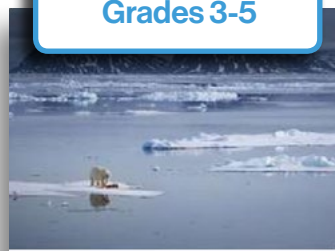


Global Warming and Climate Change

This Pack contains:

- 1 Article
- 4 Images
- 1 Video

See Pack for
Grades 3-5



Global Warming and Climate Change

This Pack contains:

- 3 Articles
- 3 Images
- 2 Videos

See Pack for
Grades 6-8

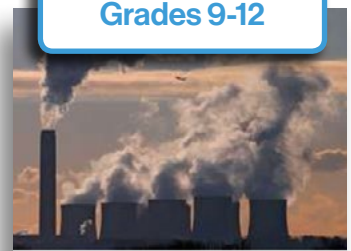


Global Warming and Climate Change

This Pack contains:

- 1 Article
- 4 Images
- 1 Video

See Pack for
Grades 9-12



Climate Change


This Pack contains:


- 6 Articles
- 3 Images
- 4 Videos

Explore and Make Deeper Connections



Explain to students that the focus of this step is to closely examine their responses in the activities from the previous step (VIBE Activity), explore current knowledge, extended thinking and areas of challenge to form deeper connections with climate change.

 **Connect, Extend, Challenge**



CONNECT How are these ideas and information CONNECTED to what you already know ?	EXTEND What new ideas did you get that EXTENDED or pushed your thinking in new directions?	CHALLENGE What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or tensions do you now have?

Activity 2: Connect, Extend, Challenge

Encourage students to explore the Launch Packs resource, and identify ideas and concepts that are interesting to them (content, images and/or videos). Then have them draw as many connections as they can (including VIBE Activity) to climate change. Have students record their ideas on the 'Connect, Extend, Challenge' template.



[View Activity](#)

Formative Assessment



This focus of this step is to closely examine your responses in the activities from the previous step (VIBE Activity), and involves you delving deeper into what climate change actually is and to start making connections - between your own beliefs, values, feelings and experiences (VIBE Activity in 'Make Connections'), and your current knowledge and the ideas and concepts you encounter to form deeper connections with climate change.

Explore the LaunchPacks bundle, appropriate to your grade range, and identify ideas and concepts that are interesting to you (content, images and/or videos). Draw as many connections as you can (including VIBE Activity) to climate change.

Use the **Connect, Extend, Challenge** Activity sheet as you explore the following:

1. Identify the Impact

Identify the impact Climate Change currently has and will have in the future on us. Provide data/evidence that supports your findings.

2. Find Causes and Solutions

Take time to explore and identify the causes and solutions of climate change.

3. Meet Past and Present Activists

Identify Climate Change Movers and Shakers and describe the ways in which they positively impacted the cause and contributed to positive change and sustainability.

BUILD SKILLS:

Evaluate + Identify + Justify

Formative Assessment



1. Identify the Impact

Identify the impact Climate Change currently has and will have in the future on us. Provide data/evidence that supports your findings.

1. What impact is Climate Change having in your school, your community and the world? (e.g. sea level rise).
2. What future impact will Climate Change have in the world?

BUILD SKILLS:

Analyze + Explain + Identify + Justify

Suggested Resource

un.org/sustainabledevelopment

2. Find Causes and Solutions

Take time to explore and identify the causes and solutions of climate change.

Suggested Resource

LaunchPack PreK-2

Suggested Resource

LaunchPack 3-5

Suggested Resource

LaunchPack 6-8

Suggested Resource

LaunchPack 9-12

BUILD SKILLS:

Identify + Understand



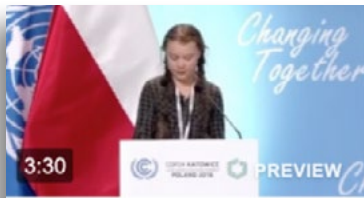


3. Meet Past and Present Activists

Identify Climate Change Movers and Shakers and describe the ways in which they positively impacted the cause and contributed to positive change and sustainability.

Example: Greta Thunberg, 16 year old Climate Activist

"In August 2018, Greta Thunberg started a school strike for the climate outside the Swedish Parliament that has since spread all over the world and now involves over 100,000 schoolchildren. The movement is now called Fridays For Future." - Ted.com



[Greta Thunberg full speech at UN Climate Change COP24 ...](#)



['I want you to panic': 16-year-old issues climate warning at ...](#)



[School strike for climate - save the world by changing the rules ...](#)



Activity: Connect, Extend, Challenge

Connect: How are these ideas and information CONNECTED to what you already know?

Extend: What new ideas did you get that EXTENDED or pushed your thinking in new directions?

Challenge: What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or tensions do you now have?

BUILD SKILLS:

Identify + Recall + Summarize



Connect, Extend, Challenge

CONNECT

How are these ideas and information CONNECTED to what you **already know**?

EXTEND

What new ideas did you get that EXTENDED or pushed your thinking in **new** directions?



[View Activity](#)

Defining the Global Goals



Now that students have a deeper understanding of climate change, have students look at the Global Goals, and identify the Global Goals that are relevant to climate change, followed by what each of the individual goals is trying to achieve.

Is there one goal/description that stands out to you more than the other? If so, list the goal and the reasons why you are so drawn to this particular goal more than the others.



BUILD SKILLS:

Define+ Identify + Recall + Summarise



Identify a Compelling Question

Have students take a moment to pause and reflect on their responses to all the activity(ies) in 'Starting the Inquiry Journey' section.

BUILD SKILLS:

Define + Identify
+ Recall + Reflect

Now that you have completed the activity(ies) in 'Starting the Inquiry Journey', take a moment to:

- 1 Pause and reflect
- 2 Identify a compelling inquiry question: What is the question, challenge or problem? (Inquiry Question Example: 'How can our school reduce waste to combat climate change and its impact?')

Plan

This planning section is critical for students in the accomplishment of total success in the inquiry journey.

Provide students with the Project Planner: Setting Goals. Have them record their compelling questions and share with the class.

Review the important purpose and expectations of this planner. Explain to students that this planner will also be used as formative and summative assessment. It will be used at certain checkpoints throughout the inquiry journey, to help support students and keep them on track.

Now that you have successfully developed your compelling inquiry question:

- Record it on the Project Planner: Setting Goals handout provided.
- Plan your inquiry process using the Project Planner to identify all the goals that will support you in your journey of inquiry and develop the most effective outcomes possible.



Project Planner: Setting Goals

My
Compelling
Inquiry
Question: _____

Task	Plan
1. PLANNING & RESEARCH <i>(Sustained Inquiry)</i> <ul style="list-style-type: none"> • Create a key word list • Identify resources and find relevant information (e.g. Encyclopedia Britannica; UN; organizations) • Identify relevant organizations & resources • Identify and interview experts • Identify current campaigns/initiatives 	

Important Note: This planner will be used at certain checkpoints throughout the inquiry journey, to help support and keep you on track. It will also be used as a formative/summative assessment.



Sustained Inquiry

Guide students to inquire and move toward a deeper understanding of the inquiry question and the central ideas and concepts. This piece is critical to the quality and depth of student inquiry. Students engage in a rigorous, in-depth extended process of asking deeper questions, finding resources, and applying information. This stage of the inquiry process takes time and will be conducted over a few days, or even weeks.

Students will be active learners and will conduct research, as well as additional real-world, field-based interviews with experts, service providers and users. They will move toward a deeper understanding of their inquiry question and the central ideas and concepts by asking deeper questions, finding resources, and applying information.

The goals here in the sustained inquiry process are to:

- 1 Gather important information**
- 2 Go deeper into research and inquiry**
- 3 Collect evidence to support findings**



Identify Relevant Organizations and Resources

PROMPT: Identify organizations and resources that contribute to supporting your compelling question of inquiry.

Examples of organizations include, Marine Conservation Institute; Department of Energy; U.S Forest Service.

BUILD SKILLS:
Define + Identify + Justify

Experts in the Community

PROMPT: Identify experts in your local community that you can interview to learn more about the issue. Share your discoveries with your peers and how it has impacted the global issue and created positive impact.

After completing this task, have your thoughts on climate change changed? Explain.

BUILD SKILLS:
Analyze + Discuss
+ Explain + Identify + Plan

Current Initiatives and Campaigns

PROMPT: Research current initiatives and campaigns that support the climate change issue. Identify the organization, the goal/s and impact of the initiative/campaign.

The following examples have been provided to get you started on your research:

- Paris Climate Change Agreement
- IPCC Climate Report 2018

Suggested Resource
Climate Action



Analyze and Reflect

This is a student check-point and formative assessment during the inquiry journey. Students take the time to pause and reflect on what they have done so far; the goals they have set, the research they have performed, the evidence they have collected and the questions they have or the challenges they are facing.

Encourage students to share their reflections with peers, followed by developing a plan to have a formal sit down with each student to review their Project Planner and provide feedback where necessary. Ask students to think about the connections they can make between the ideas and concepts collected and how they connect and/or affect climate change.

This is a time for students to do the following things:

- **Reflect on learning**
- **Reflect on their content**
- **Reflect on their process through this inquiry journey, make changes where necessary**
- **Make connections with ideas they have discovered**
- **Go beyond facts to make meaning**
- **List any questions, concerns or challenges they may still have**
- **Evaluate achievement of their assigned goals**



Transformative Action

The Goalkeeper's Journey is a path that leads students towards informed and empowered action. It teaches them how to uncover information, let their questions guide their discovery, make deep connections, and formulate their own perspectives. Transformative action asks them to take their knowledge into the world and be changemakers. Whether through individual, local, or global action...students discover that their voice matters and they have power.

The following activities lead students towards both local and global actions.

ACTION 1: It Starts with You!



Part 1

List five easy steps to take at home to help reduce the effects of climate change.



Part 2

List five easy steps to take at school to help reduce the effects of climate change.



Part 3

List five easy steps to take into your community to help reduce the effects of climate change.



ACTION 2: What's Your Story?



Your voice matters. Share your ideas with the world to educate others about climate change. Create a powerful video by designing your own unique story and using evidence gathered throughout the inquiry journey. Find footage, images, audio, and your own words to inspire others to get involved, take action, and help to solve the problem.

BUILD SKILLS:

Apply + Create + Describe + Explain



ACTION 3: Global GoalsCast

Create a podcast for the UN Global GoalsCast to inspire and empower listeners around the world, to make the world a better place by using the evidence you have gathered throughout this inquiry journey, sharing the stories of individuals, companies, and organizations that are advancing and achieving a more sustainable world.

- Think of a compelling catchphrase for your podcast title e.g. If you disturb the nature, the nature will disturb you.
- Use this opportunity to interview individuals and key figures across different organizations to share their stories and motivations that will in turn create connections with millions of listeners globally.

BUILD SKILLS:

Apply + Create + Describe
+ Explain + Identify + Evaluate

ACTION 4: **Global Connections**



You and your class will join forces with a class from another part of the world. You will exchange challenges in your local community and practical and powerful ways that you work towards a more sustainable future, while learning the unique challenges of a different community and how they work towards change.

Students will engage each other in questions around how their nation uses natural resources, what strategies are used to combat challenges, and local initiatives or programs.

STEP 1: Planning and pre-connection with your partner nation

You will create a rigorous list of questions, collectively, with your entire class, that you would like to ask your peers from the other nation. For example, you may ask a partner nation in Kenya, “What are the major climate change challenges in Kenya?” or, “How has the issue of increased water scarcity in Kenya affected agriculture?”

Remember, your prepared list of questions should result in:

- Empowering the students of the partner nation
- Learning more about your partner nations current issues and challenges in the global issue being explored
- Deeper understanding and appreciation of the partner nations’ culture (e.g. people and customs)
- Connected knowledge of the global issue and its impact on the country and its people.
- First-hand experience of the strategies, initiatives and/or programs that your partner nation has participated in to help achieve sustainability for their nation.

STEP 2: Connecting with your partner nation

With your class, use Skype, WhatsApp, or Zoom to connect with and join forces with another class in another part of the world.

STEP 3: Post-connection with your partner nation

Based on your amazing, powerful, and very insightful encounter with your partner nation:

- Write a short reflection on what you discovered about the culture and sustainability efforts that stood out to you.
- With your class, create a successful development initiative and showcase this to your school.

You are an incredible force for our future!



KWL

Know

What do I **KNOW**?

Wonder

I **WANT** to learn...

Learn

What did I **LEARN**?



See, Think, Wonder

SEE

What do you **see** in the image?

THINK

What are you **thinking** about as you look at the image?

WONDER

What **wonderings** (questions) do you have about the image?



<h2>Values</h2> <p>What do I VALUE?</p>	<h2>Instincts</h2> <p>What are my first thoughts, feelings, ideas and NATURAL INSTINCTS when I think or hear about this issue?</p>	<h2>Beliefs</h2> <p>What do I BELIEVE about the ideas surrounding this issue?</p>	<h2>Experiences</h2> <p>How have I been affected, and what things have I EXPERIENCED in relation to this issue?</p>



Connect, Extend, Challenge

CONNECT

How are these ideas and information
CONNECTED to what you **already know**?

EXTEND

What new ideas did you get that EXTENDED or
pushed your thinking in **new** directions?

CHALLENGE

What is still CHALLENGING or confusing for you
to get your mind around? What questions,
wonderings or tensions do you **now** have?

--	--	--



3, 2, 1

<p>3 things I learned</p>	
<p>2 things I found interesting</p>	
<p>1 question I have</p>	



Project Planner: Setting Goals

1/3

My
Compelling
Inquiry
Question: _____



Task	Plan	Target Date	Complete
<p>1. PLANNING & RESEARCH <i>(Sustained Inquiry)</i></p> <ul style="list-style-type: none"> • Create a key word list • Identify resources and find relevant information (e.g. Encyclopedia Britannica; UN; organizations) • Identify relevant organizations & resources • Identify and interview experts • Identify current campaigns/initiatives 			



Project Planner: Setting Goals

2/3

2. ANALYZE & REFLECT

- Am I on track?
- Questions or areas of concern I still have
- Connecting ideas to climate change
- What areas do I still need to work/improve on?

Teacher Feedback and Recommendations:

3. FEEDBACK

- Clarify expectations
- Sharing ideas with peers
- Teacher feedback (elaborate...further explore/edit/add)
- Areas of question or concern

Teacher Feedback and Recommendations:



Project Planner: Setting Goals

3/3

Question Catcher

Questions I have about the inquiry process...

(Teacher facilitated during Feedback session)

Questions I have about my inquiry process...

(Areas to further explore)