

Final activity: Neuroscience and Education

NAME: KRISTINA

SURNAME: KAUCIC

ACTIVITY PLANNING

For your learning activity, you will be asked to provide information about the following:

Title of activity: Equality or Equity (Sustainable Development Goals)

Topics to be covered: Sustainable Development Goals (Goals: 1:No Poverty; 4:Quality Education; 5:Gender Equality; 10:Reduced Inequalities)

Subjects this activity could be used for: Cross-curricular; Integrated Curriculum: English Language, Sociology, Citizenship, Psychology

Age range of students: 15-19

Estimated length: 90 minutes

Learning objectives: Students will understand the key concepts such as sustainable development, equity, equity and scarcity, and explore the interconnections between the goals 1, 4, 5 and 10. They will apply the learned concepts to the real world, by developing practical solutions to the causes and consequences of poverty, inequality in a collaborative and investigatory manner.

What is the topic of the activity?

Learning goals: indicate your intended learning outcomes, what you want students to achieve at the end of this activity using the following language:

- By the end of this learning activity, students will be able to raise awareness about equality. They will be able to distinguish between equality and equity. They will be able to express their opinion using critical thinking methods to support their ideas. They will be able to suggest and take initiative in their schools, families and communities to tackle the SDGs problems.
- **Resources needed:** reliable internet connections, laptops/tablets or PCs; enough space in the classroom to move freely
- **Description of implementation:**

Energizer: 1 Blindfold pairs: An obstacle course is set out on the floor for everyone to look at. Students split into pairs. One member of the pair puts a scarf around the other member's eyes, or closes their eyes tightly so they cannot see. The obstacles are quietly removed. The other member of the pair now gives advice and direction to their partner to help them safely negotiate what are now imaginary obstacles.

2 Small discussion; Discuss with your peers: How did you feel while moving around having a blindfold? Use only three words to describe your feelings.

Station-rotation activity

Station 1: Students watch the video and answer the on the exit card questions <https://classroom.google.com/u/0/w/Mzk2ODIzOTk2ODk5/t/all>

Station 2: Research: Students read and make research to find out how are the goals connected. They post their answer on the board (post it papers) <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

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ACTIVITY PLANNING

Final task: Choice board

Students choose the final product

Write an opinion essay 250 words	Write argumentative essay 250 words	Complete a SWOT analysis and identify skills needed to be a changemaker
Organize an event in your school and make teachers and peers aware of the issues	Make an interview with a town major	Write an open letter to your MEPs or one of them and introduce the issues in our country
Create a video film trailer using the digital tool of your choice. Remember to include music to set the tone, and tell a brief story about the central conflict and characters without revealing too much! Tease the audience	Make video; motivational speech, TED talks (3min)	Be creative

- **Application of neuroscience concepts:** describe how your activity takes into account findings from neuroscience about learning. As part of this, make sure to give concrete examples from your implementation.

I have organize learning in different stations, so that students can learn in chunks, warm-up activity to help them move. The final task gives students voice and choice to choose how will they present their final product to show what have they learnt about the topic.

TITLE	Equality or Equity		
TOPICS TO BE COVERED	Sustainable Development Goals (Goals: 1:No Poverty; 4:Quality Education; 5:Gender Equality; 10:Reduced Inequalities)	RELEVANT SUBJECTS	Cross-curricular; Integrated Curriculum: English Language, Sociology, Citizenship, Psychology
AGE RANGE	15-19		
ESTIMATED LENGTH	90 minutes		
OBJECTIVES AND FINAL GOALS			
<p>Objectives: Students will understand the key concepts such as sustainable development, equity, equity and scarcity, and explore the interconnections between the goals 1, 4, 5 and 10. They will apply the learned concepts to the real world, by developing practical solutions to the causes and consequences of poverty, inequality in a collaborative and investigatory manner.</p>			

ACTIVITY PLANNING

Goals:

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WORK PROCESS

Energizer: 1 Blindfold pairs: An obstacle course is set out on the floor for everyone to look at. Students split into pairs. One member of the pair puts a scarf around the other member's eyes, or closes their eyes tightly so they cannot see. The obstacles are quietly removed. The other member of the pair now gives advice and direction to their partner to help them safely negotiate what are now imaginary obstacles.

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As these are authentic texts, students can use <https://rewordify.com/> to help them simplify the text. For dyslexic students teacher prepares texts using Immersive Reader.

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APPLICATION OF NEUROSCIENCE CONCEPTS

- *learning is organized in different stations, so that students can learn in chunks.*
- *warm-up activity will ensure students move*
- *the final task gives students voice and choice to choose how to present their final product to show what they have learnt about the topic*
- *rewordify can help low-level students to understand the authentic text*
- *immersive reader helps dyslexic students*