

Teacher Project Guide

Section 1: Planning and Preparation

Learning Intentions 	We are learning to about the UN Sustainable Development Goals. We are learning to work as a team, each playing our own important part. We are learning to plan and record our progress.
Success Criteria 	I can research the UN Sustainable Development Goals. I can consider the strengths of those on my team and assign roles within a project. I can use a project planner and Dashboard to plan and record my progress and consider the most effective way to divide my time and complete all the tasks.
Resource Checklist	
Number	Resources
1 per group	Project planner (version 1 OR 2)
1 per group	Dashboard
Online	Job role cards and descriptions
1 per group (if possible)	Computers / tablets
Selection per group	Paper and pens for research
1 per group	Judging Proforma
1 per group	Design Criteria

Task	Timing	Options to Provide Additional Challenge (AC) / Additional Support (AS) / COVID-Proofing Strategies (CP) / Sustainability Considerations (SC)
This part of the project is focused on planning and assigning roles to the young people. The time frame is flexible but it's important that, at the beginning and end of each session, the young people record and reflect on what they have achieved and consider and set objectives for the next session. In these two hours the young people need to: • Research the SD Goals. • Decide on the specific Goals they would like to apply to their project. • Decide which 3 constraints they want to address in their design • Assign project roles based on the skills of each member of the team. This can be done in whichever way works best for the class. They can: - Nominate themselves for a role and explain why they are best suited for the role. - Hold interviews for various roles. - Nominate others for roles based on their skills. • Use the Project Planner (Version 1 or Version 2 – see additional challenge) to assess what they need to achieve and set actions around timescales and who will work on a particular goal. • Begin to consider how they will showcase their design. Will they use a model? PowerPoint? A detailed graphic? • Consider how they will test their design to see if it works. Research different strategies for this if required. Remember to update the Project Planner at the end of each session and enter all the information into the Dashboard at the end of this section of the activity. These documents must be signed-off at the end of each session.	2 Hours	AS – Use the SDG Challenge Doc as the main source of info for the challenge and limit additional research. Use Version 1 of the Project Planner. AC – Encourage additional research as the main source of information. Use Version 2 of the Project Planner. CP – Complete all resources online. SC – Complete resources online and maintain records in an online folder where possible. If IT is limited then this could be done using one computer with groups taking turns to complete this section of the activity.

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Section 2: Preparation and Design

Learning Intentions 	We are learning to design a road that matches with as many SDGs as possible We are learning to explain and demonstrate how our design matches with these SDGs We are learning about what specific roles on an infrastructure project are and what they involve We are learning to exchange information and ideas with others We are learning to plan, evaluate and record our progress
Success Criteria 	I can create a design that matches with as many SDGs as possible I can explain and demonstrate how my design matches with the SDGs I have chosen I understand and can fulfil my role as part of the project group I can discuss my design and wider learning with my peers I can use a project planner and Dashboard to plan and record my progress and consider the most effective way to divide my time and complete all the tasks. I can also evaluate how successful my planning and progress has been.

Resource Checklist

Number	Resources
1 per group	Project planner (version 1 OR 2)
1 per group	Dashboard
Online	Job role cards and descriptions
1 per group (if possible)	Computers / tablets
Selection per group	Paper and pens for research
Enough for each group to use	Junk / materials for modelling designs
1 per group	Access to a camera to record a demonstration of the success of a design (if making a model)
1 per group	Judging Proforma
1 per group	Design Criteria

Task	Timing	Options to Provide Additional Challenge (AC) / Additional Support (AS) / COVID-Proofing Strategies (CP) / Sustainability Considerations (SC)
During this section of the project the pupils will be compiling their research into a completed design. Again, the time is flexible and can be divided up in whichever way best suits the class calendar as long as the total time spent isn't more than 4 hours. By the end of this section the pupils will need to: • Have created their finished design • Understand, and be able to explain, how their finished design relates to their chosen SDGs (remember, the more SDGs you can include the better!) • Understand what is expected of them and fulfil their assigned roles on the project team • Have tested their design to see if it works and have a good idea of how to demonstrate and explain this to others. • Make any changes in line with learning coming from knowledge exchange session. Remember to update the Project Planner at the end of each session and enter all the information into the Dashboard at the end of this section of the activity. These documents must be signed-off at the end of each session.	4 Hours	AS – Keep demonstration techniques simple and go with the method that best suits the group. Use Version 1 of the Project Planner. AC – Provide detailed and more complex information about the success of the design and how it meets with the SDGs. Use Version 2 of the Project Planner. CP – Create the designs on a computer and have only one child working on the demonstration/modelling. Complete Project Planner and Dashboard digitally. SC – Use recycled materials for modelling and complete Project Planner and Dashboard digitally.

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Section 3: Evidence Gathering and Presentation

Learning Intentions 	We are learning to design a road that matches with as many SDGs as possible and meets the judging criteria We are learning to explain and demonstrate how our design matches with these SDGs We are learning about what specific roles on an infrastructure project are and what they involve We are learning to plan, evaluate and record our progress
Success Criteria 	I can create a design that matches with as many SDGs as possible I can confidently explain and demonstrate how my design matches with the SDGs I have chosen to a panel of judges I understand and can fulfil my role as part of the project group I can use a project planner and Dashboard to plan and record my progress and consider the most effective way to divide my time in order to complete all the specific tasks assigned. I can also evaluate how successful my planning and progress has been.
Resource Checklist	
Number	Resources
1 per group	Project planner (version 1 OR 2)
1 per group	Dashboard
Online	Job role cards and descriptions
1 per group (if possible)	Computers / tablets
Selection per group	Paper and pens for research
Enough for each group to use	Junk / materials for modelling designs
1 per group	Access to a camera to record a demonstration of the success of a design (if making a model)
1 per group	Judging Proforma
1 per group	Design Criteria

Task	Timing	Options to Provide Additional Challenge (AC) / Additional Support (AS) / COVID-Proofing Strategies (CP) / Sustainability Considerations (SC)
During this section of the activity pupils are preparing for the judging ceremony. As before, the time is flexible and can be divided up in whichever way best suits the class calendar as long as the total time spent isn't more than 4 hours. By the end of this section they need to: • Be completely confident in their finished design and the decisions they have made as a group. • Have fully prepared their presentation and be ready to answer any questions the judges may have as well as explain how they have met the design criteria. • Consider how they wish to divide up roles for the presentation. All pupils should be involved in the presentation in some way but this can vary according to their skills, role and preferences. Remember to update the Project Planner at the end of each session and enter all the information into the Dashboard at the end of this section of the activity. These documents must be signed-off at the end of each session.	4 Hours	AS – Keep demonstration and presentation techniques simple and go with the method that best suits individuals and the group. Use Version 1 of the Project Planner. AC – Provide detailed and more complex information about the success of the design and how it meets with the SDGs. Use Version 2 of the Project Planner. CP – Create the designs on a computer and have only one child working on the demonstration/modelling. Complete Project Planner and Dashboard digitally. SC – Use recycled materials for modelling and complete Project Planner and Dashboard digitally.