

September 2019 (work in progress)

Our Journey into the Goals Project

# Grade 2

ISE International  
School, Thailand

## SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS



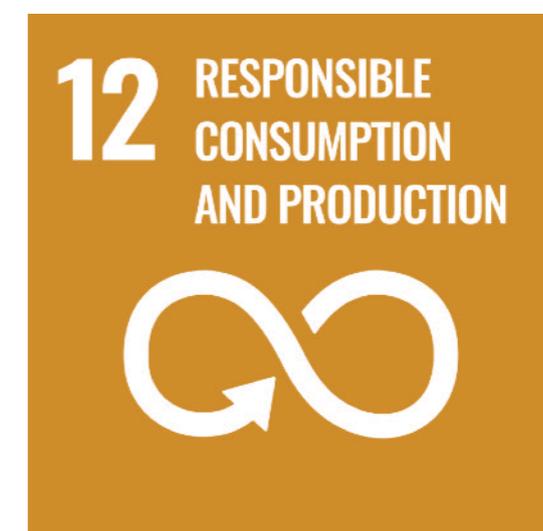
## Unit of Inquiry: *Who We Are*

This first unit lead us to the central idea of wondering how *Appreciating what people believe can help us become global citizens*. In this quest we examined the following lines of inquiry:

- Characteristics of a global citizen
- Experiences that shape our beliefs
- Participation of global citizenship in a global community



As we explored concepts of community and global citizenship through provocations, we found the *Goals Project*. We submitted our interest and we got assigned to group 3 with goal 12. We started our journey into this interesting goal that aligned, especially, to our last line of inquiry: **participation of global citizenship in a global community**. From here we focused on developing our inquiry cycle into Goal 12 with much wonder and questions.

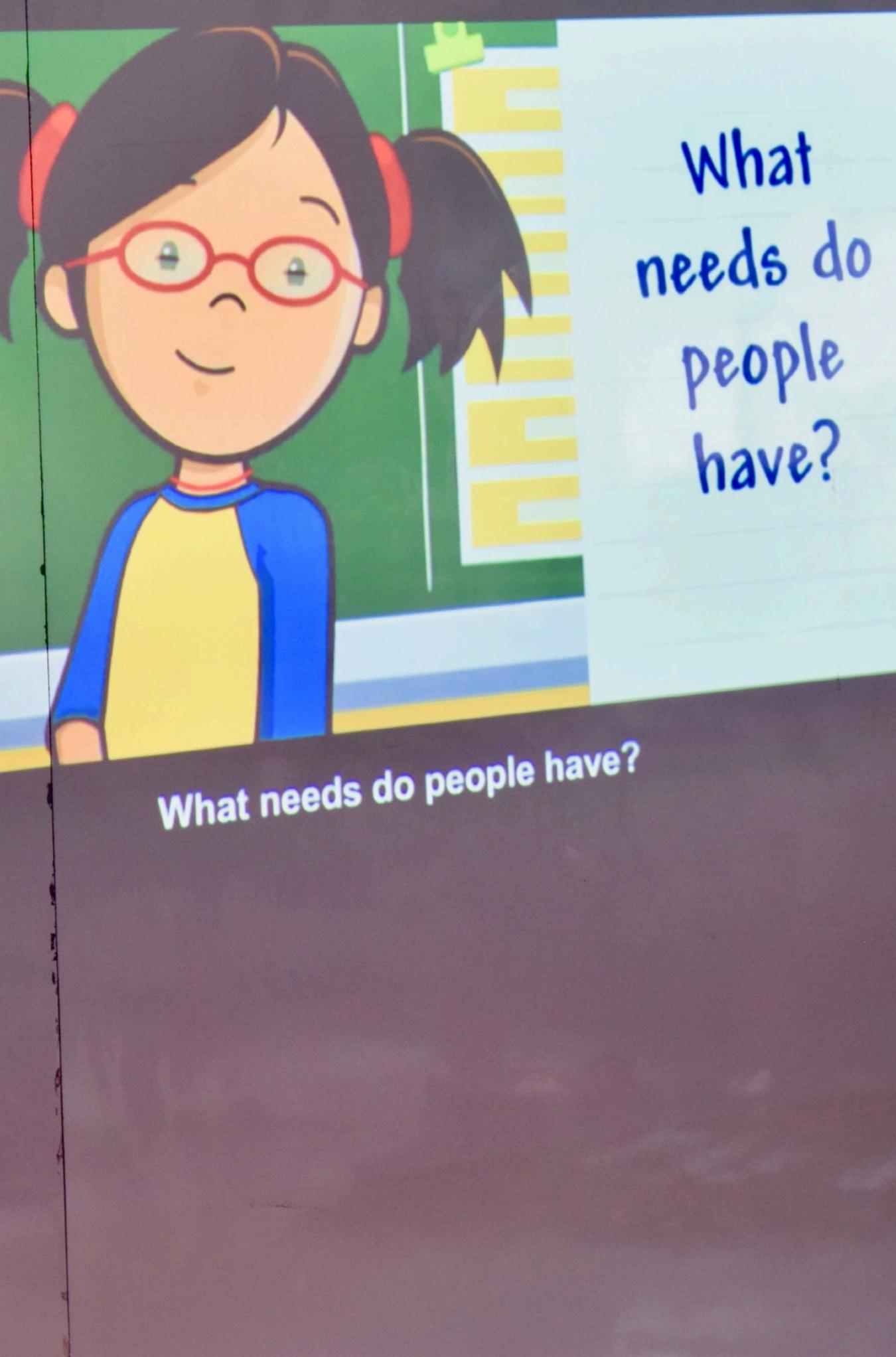




## Our First Step

Understanding the Goals Project, seeing what other global citizens are doing in their communities and Meeting *Ayush* (Goals Project ambassador).

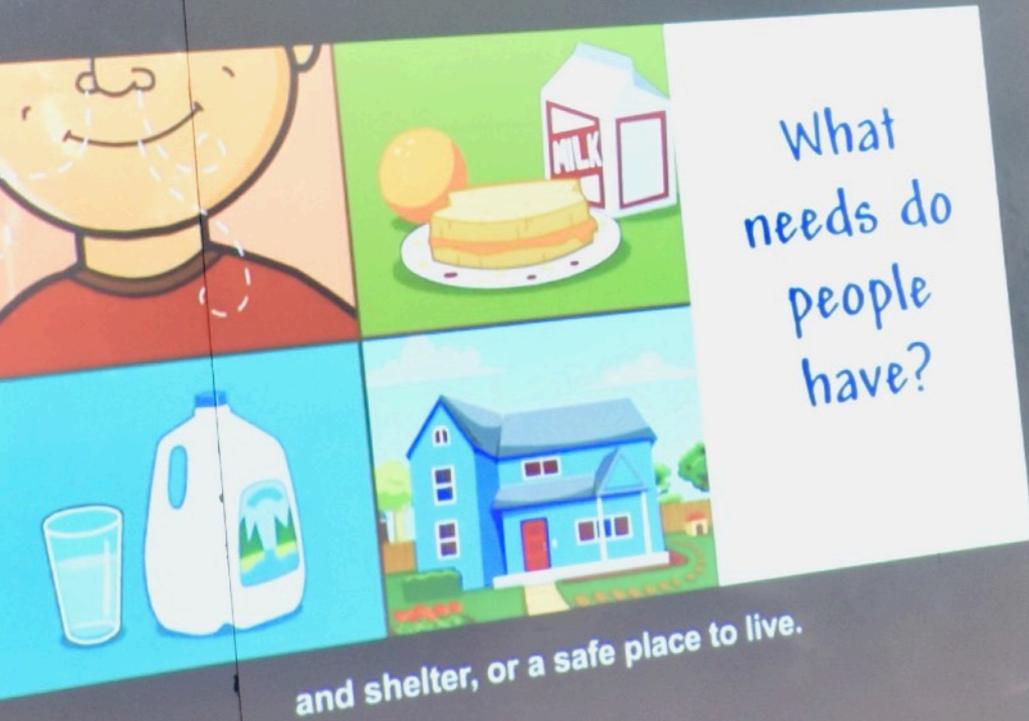
We also created our introductory video on Flipgrid and we got a few responses from children in the United States who were doing the same goal.



## Next: Understanding our Goal #12

The children were very excited to be part of such a wonderful and purposeful project having identified themselves as global citizens.

We did some research about what is consumption and production. And so the inquiry started with many, many questions.



Active and the

How can we make sure everyone feels included?

How can I show discoveries in a way?

Am I using in a meaning with a pu

## We tuned-in into our first phase of our Inquiry Cycle

Children start using their *Critical Thinking skills* to connect to prior knowledge and and see relationships and connections. They were able to understand that consumption is using something, and production is making something.

# Carbon-neutral Sustainability No Waste

## Social

People

\* Use water fountains - Juna

\* I use a glass bottle!  
- Ms. Maia

\* Reusable bags for the store - Parker

\* Bring containers for lunch - Yui

\* Say No to straws - Naman

\* I keep plastic and reuse it for my art work - Kahi

\* Bring a box  to the store to put your things. - MK

\* EAT all your food - Gaia

Citizens

\* I use and reuse a reusable snack pouch - Avatyn

\* Bring your own take away container to the restaurant. - Naraman

## Environmental

World = Planet

Community

Global

◎ Compost

◎ Recycle

◎ Reuse

◎ Reduce trash production at 

◎ Not Wasting Food!

◎ Not using or consuming plastic

◎ Not producing so many things so the environment dirty.  
is not

## Finding-out: what was new to learn?

We explored what things are sustainable and what is not. We did this in an experiential way: Since I get coconut water from one of the staff members, they noticed that it is brought in a plastic bag. This created concern. I was not consuming in a responsible way because this will create more plastic.

# Self-Management: Practice positive thinking while working through change

So we bought up the question: "Do we have to give up things?"

One of the children shared her thoughts, "I can use something else" (Gaia, 7 YO)

Better decisions  
Better choices for  
the Earth!

Do we have to give things up?

NO!

"I can use something else"

- Gaia

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Carbon-neutral Sustainability No waste

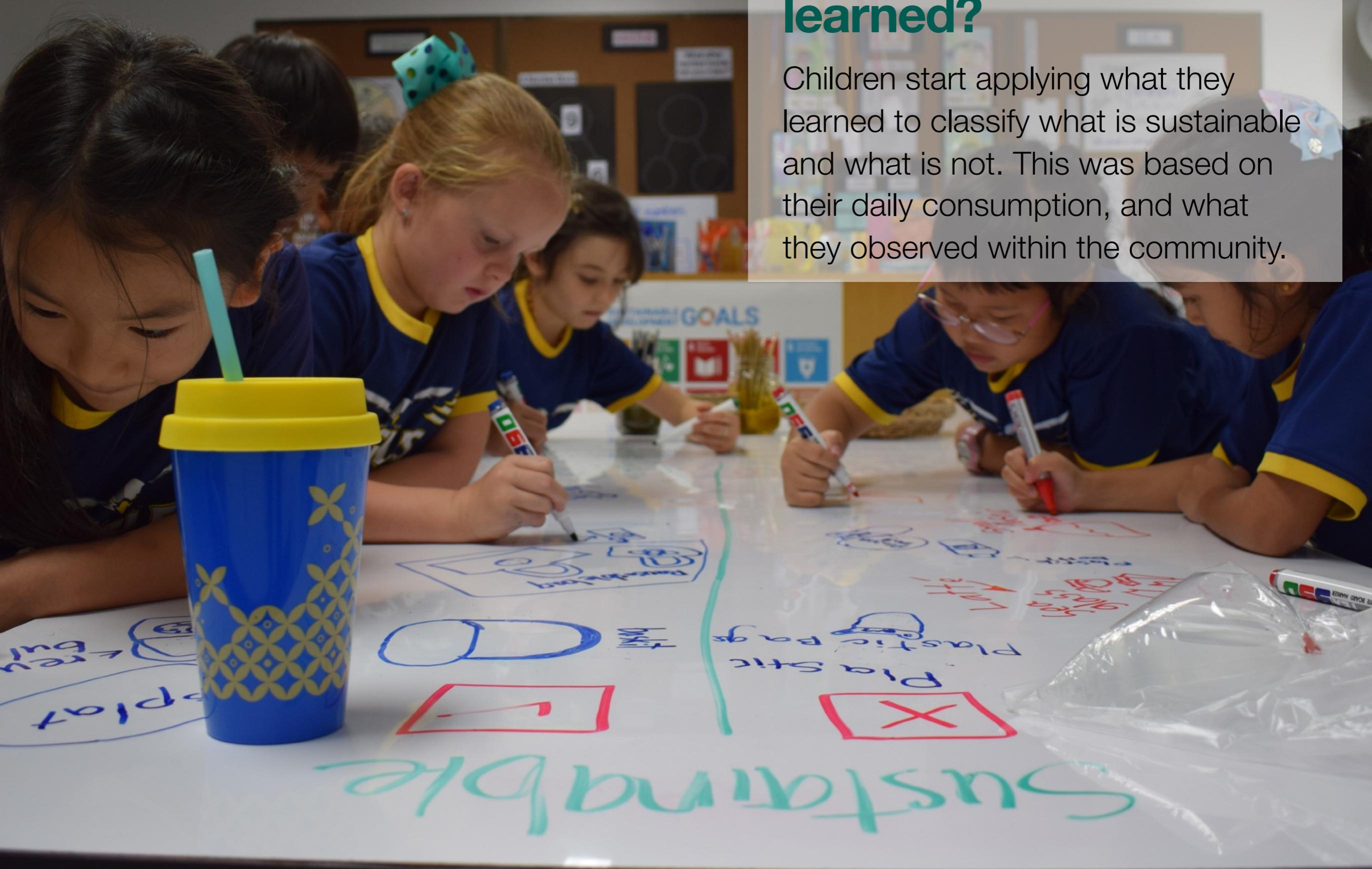
Social	Environmental
<p style="text-align: center;">People</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Citizens</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Community</p>	<p style="text-align: center;">World = Planet</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Community</p>
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... and this happened!  
They discovered the meaning  
of sustainability.



## Sorting-out: how can we use what we learned?

Children start applying what they learned to classify what is sustainable and what is not. This was based on their daily consumption, and what they observed within the community.



Helping the earth be  
clean Latté

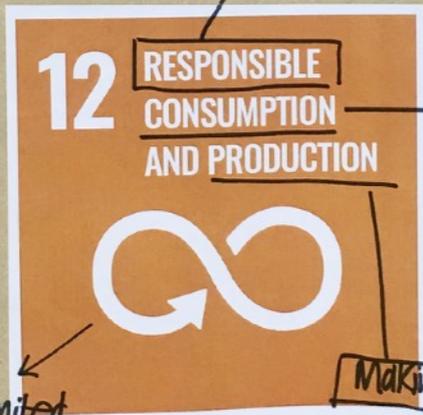


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Take care



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Nora Mon

Be a good  
community  
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Juna

Teach  
everyone about  
this project.  
- Ms. Maia

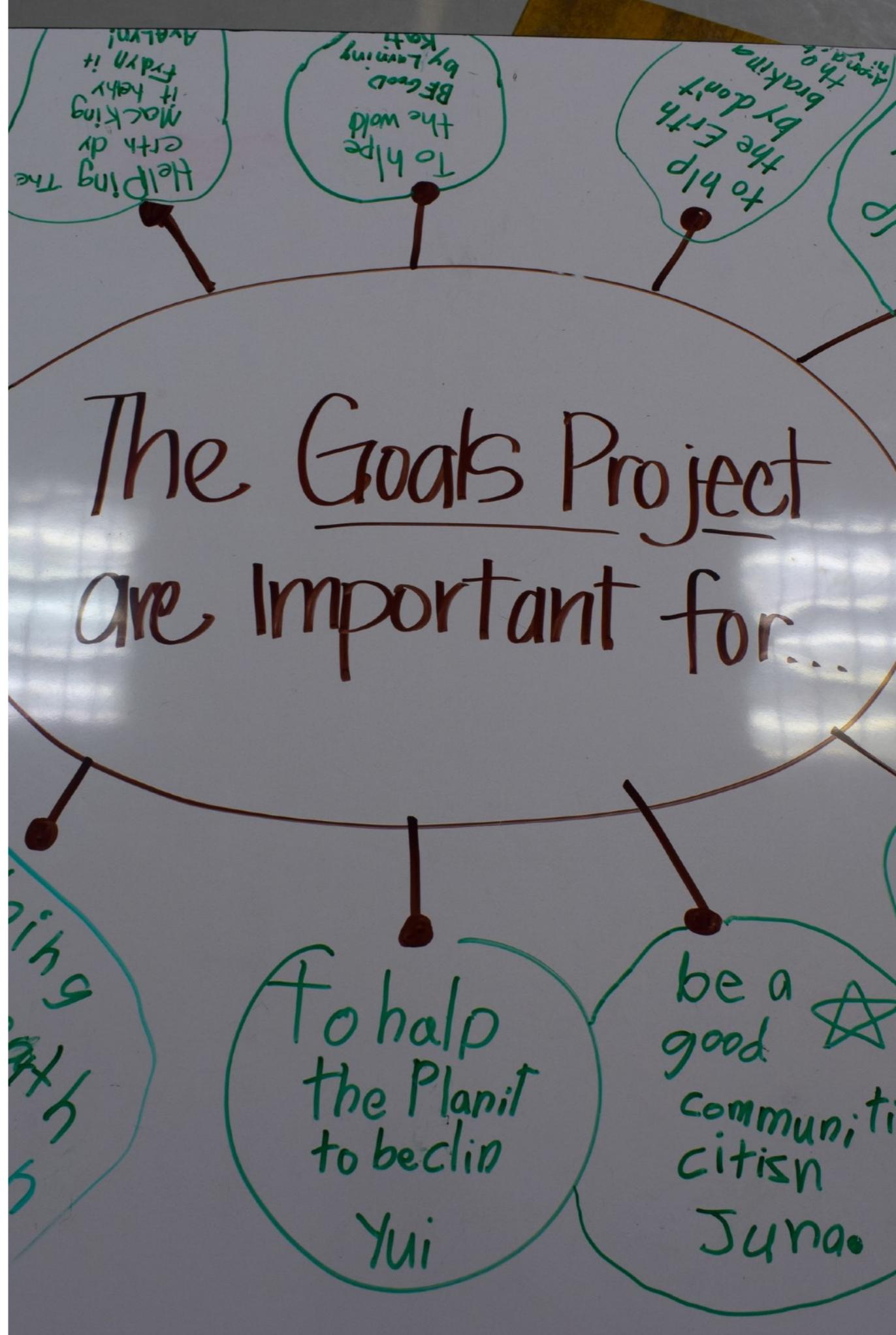
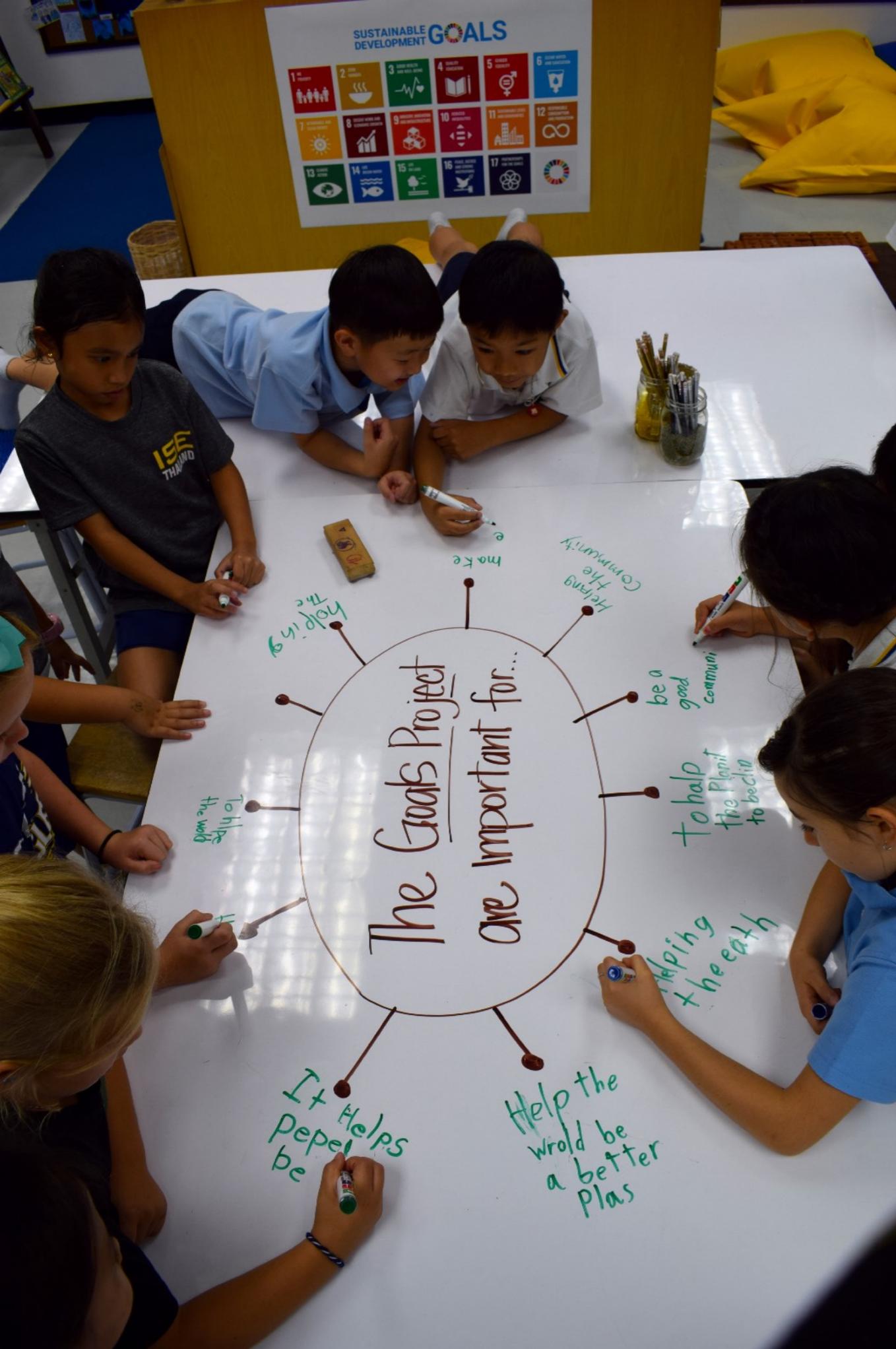
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Planit by clying  
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Yui.S

To help. the world be good  
by Lashina  
Helping  
The earth  
By cleaning  
KATE  
To help The  
wrold be a  
Place  
Namon.



## Making Conclusions: How did our thoughts changed?

Children were able to deconstruct Goal #12 into more specific parts as they worked through vocabulary, and application of concepts. After a Beach-Clean up field trip, they were able to observe the amount of plastic produced as an effect of consumption. And most importantly, they were able to explain why the goals project is an imperative global task.







## Taking Action: What can we do with what we learned to help our community?

After reading many biographies during our Language Arts lessons about activists that changed their communities to improve the quality of life, the children decided to stop plastic production in our school. They knew that, in order to stop plastic, they needed to stop consuming it. They decided to make a metal/reusable cup for the community to use. Additional to this, they wanted to talk to the school director about not using plastic in the cafeteria, avoiding any use during school events.

# Collective Work:

The children developed their project within our Approaches to Learning from the PYP Framework while all worked on their Self-Management skills.



**Communications Team:**  
These group will be in charge of educating our school community about our plans. This will happen during assembly time, and regular visits to classrooms.

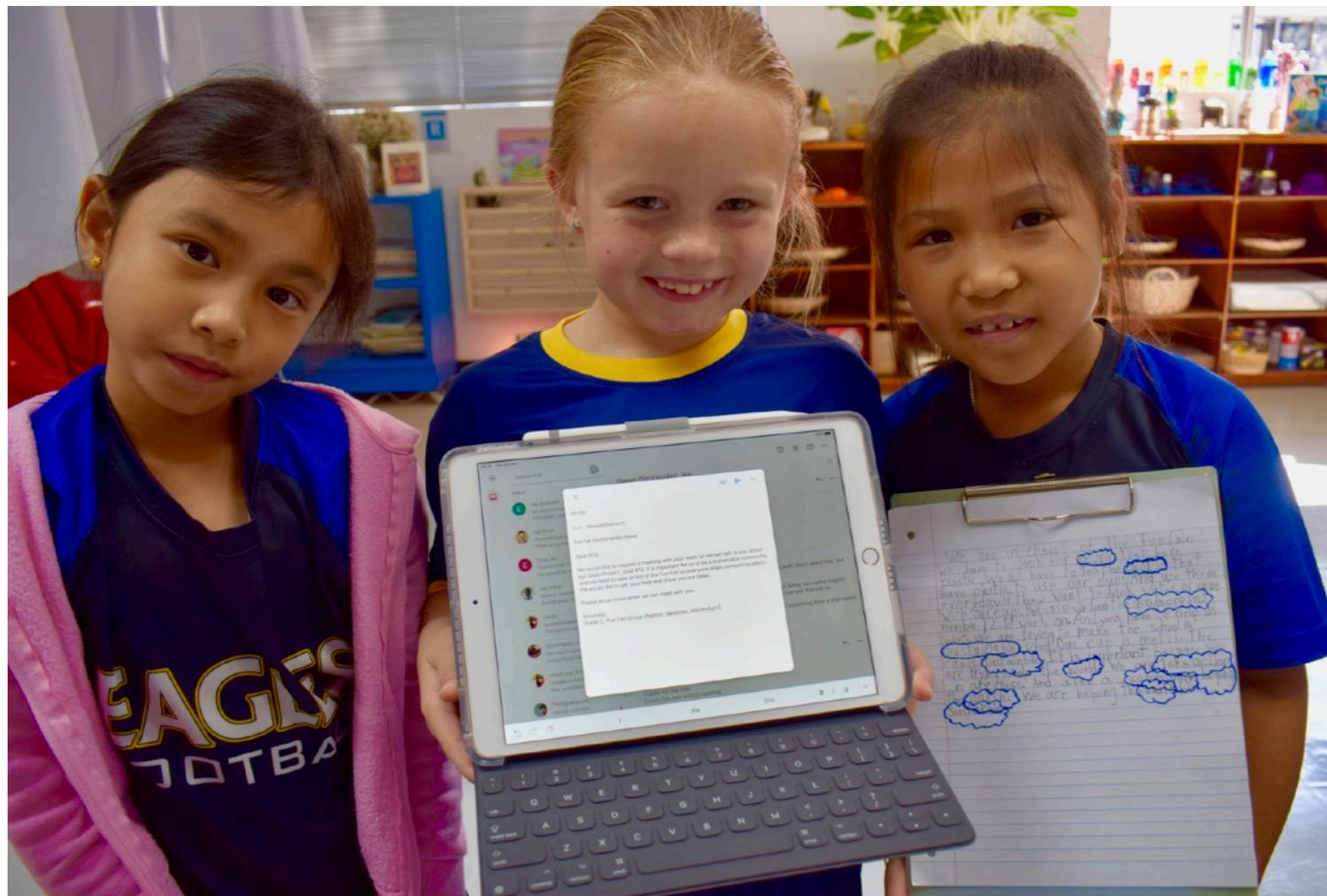
These children are very much interpersonal learners.



**Collective Work:**  
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**Critical Thinking Group:** This group will target ways in which they can talk to the PTA and inform them of our sustainable plan and avoid using plastic materials during school events. In the photo below, the group sent an email to the PTA requesting a meeting.

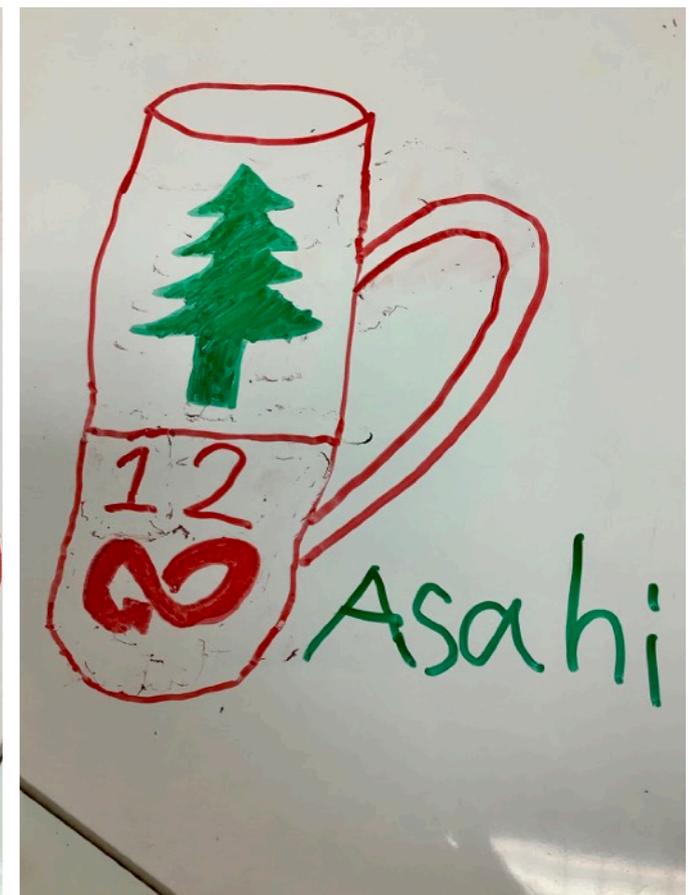
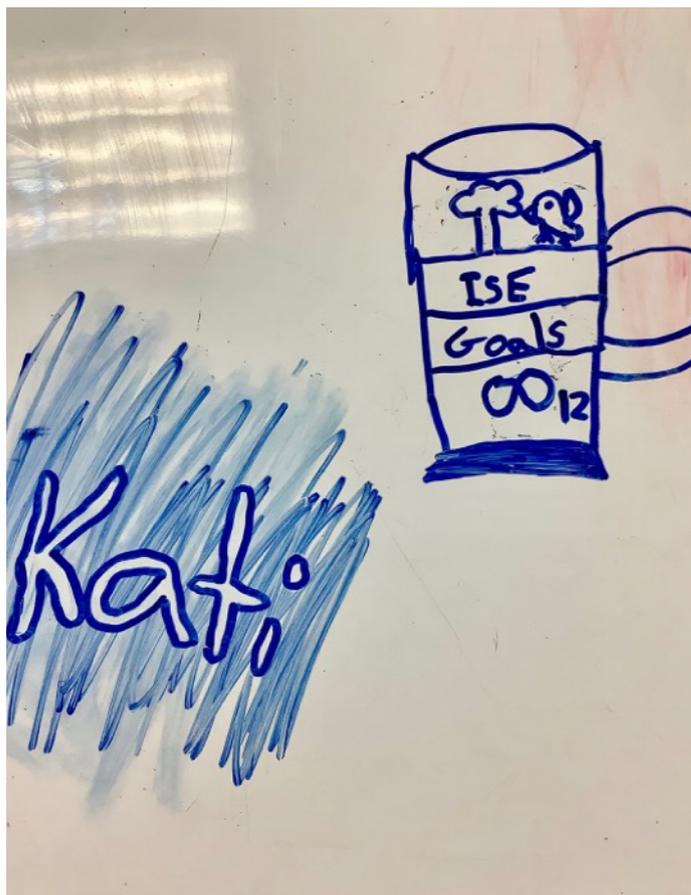
Avalyn (7 YO) shows her visible thinking in how she envision the meeting set-up.



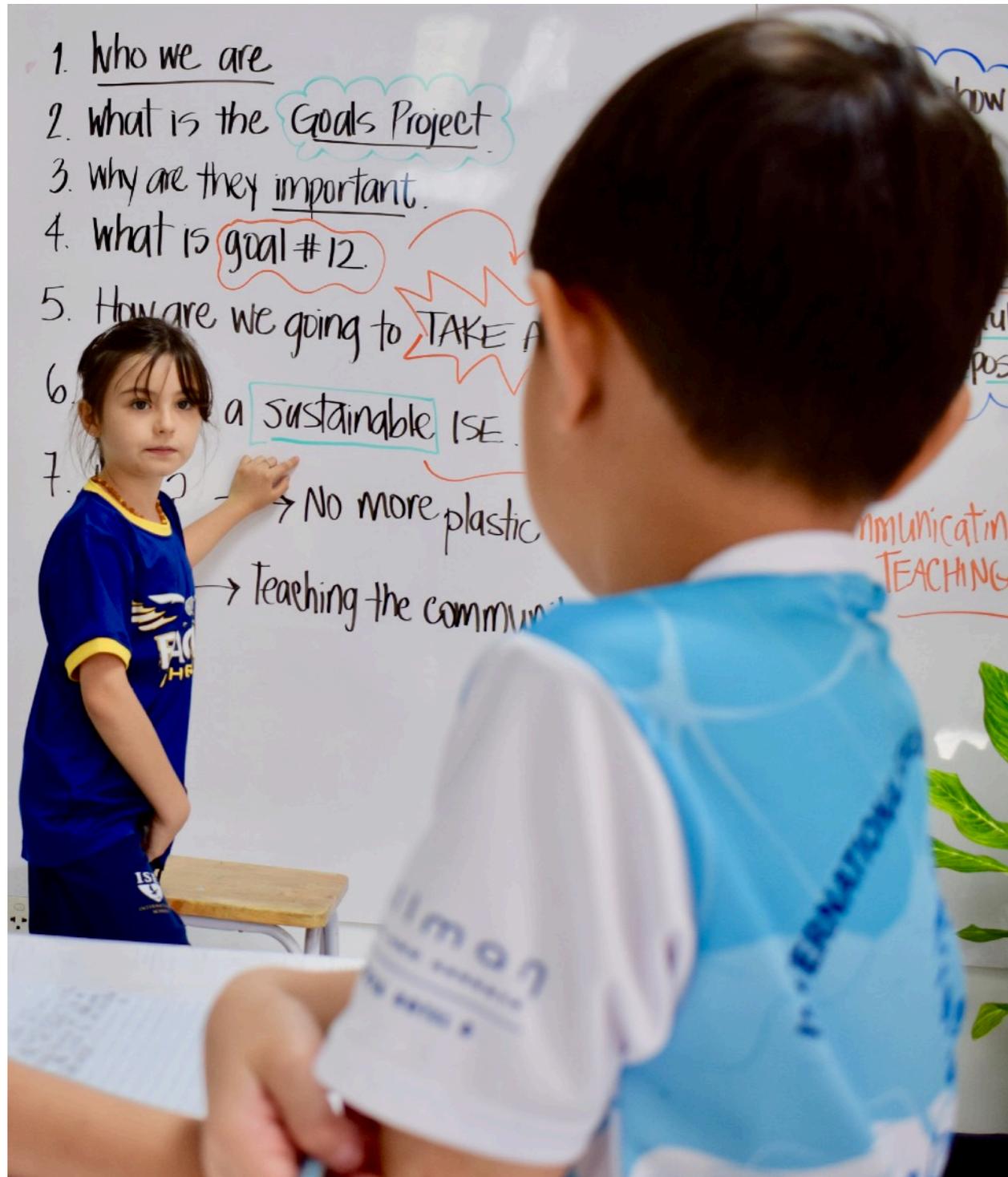
**Collective Work:**  
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**Creative Thinking Group:** This group took initiative in designing the cup, discussing the important elements it should have to be identified as our school's cup with the Global Goal #12.  
They did sketches, then final drafts to present to the class, and finally we voted on one design. Right now, we are waiting for a vendor to give us a quote so we can start promoting the cup and taking orders.





## Going Further: How can we expand what we learned?



The children are preparing a presentation for two assemblies: the elementary school and the middle & high school. They are excited to promote their sustainable campaign and are working hard in their plan. They continue to discuss the implications of Goal #12.

As we go through the year with our units of inquiry, we will continue to target the Goals Project. We are transitioning now into our unit: *How the World Works*. We will look into how materials change. We plan to visit factories in our area and question them about how they are producing responsibly.

It has been an amazing learning experience. Please check our video on this [link](#).