

## SCLASS Teaching Module on SDG 11

### Sustainable cities now and then

Module	Subjects	Materials	Classroom setting
<b>Module 1</b>  <i>Establishing contact</i>  (100')	Students elaborate presentations for partner school, partner country and project partners  Meet-up with partner to get in touch, icebreaker activity  Students are informed about the project and its aims and workplan	videos, photos, powerpoint, ...  elaborated videos, presentations, ...  Teacher's presentations	Individual classroom  Shared classroom  Shared classroom
<b>Module 2</b>  <i>The UN and the SDGs</i>  (50')	Students are introduced to the UN and the SDGs	Teacher's presentations  <a href="https://margreetdeheer.com">The Global Goals (margreetdeheer.com)</a> <a href="#">Willkommen   SDG Watch Austria</a> <a href="#">17Ziele - Ziele für Nachhaltige Entwicklung - Agenda 2030 der UN</a> <a href="https://www.youtube.com/watch?v=PBZCfztUoY">www.youtube.com/watch?v=PBZCfztUoY</a>	Individual classroom
<b>Module 3</b>  <i>"Who needs what in a city?"</i>  (100')	Students of both countries form groups to do research and reflect on the different roles and needs of citizens in a city. They create icons for thematic needs (eg infrastructure, transport, clean water) and present their proposal of a sustainable city.	Role cards of the different citizens and their needs  Empty city map	Shared classroom (breakout-rooms)
<b>Module 4</b>  <i>Parameters of sustainable cities</i>	Students work out important parameters of sustainable cities (with regards to needs and icons worked out in module 3).  Students work (in groups) on the SDGs that have to be taken into regard when working on sustainable	<a href="#">Nachhaltige Stadtentwicklung: Was ist das? - Utopia.de</a>  <a href="#">5 essential features of sustainable cities and eco-cities   Oxfam Living</a>  <a href="#">21 Features of the Future Sustainable City   Smart Cities Dive</a>	Individual classroom



<p><b>Module 7</b></p> <p><i>Optional: Self- experiment</i></p> <p>(50')</p>	<p>As an <u>optional</u> activity, students do a self-experiment trying to behave sustainable for 24 hours: “Me, walking a sustainable path, in my hometown”. To document their efforts, they can whether do a video- or photo-documentation (tiktok, youtube) or write a report.</p> <p>Share experiences and results with class and partner class</p>		<p>Optional and individual exercise</p> <p>Shared classroom</p>
<p><i>Evaluation with class</i></p> <p>(25')</p>	<p>Lessons learned and personal statements</p>		<p>Individual classroom</p>
<p><i>Evaluation with partner</i></p> <p>(25')</p>	<p>Lessons learned and personal statements, evaluation of project</p>	<p>Discussion in video conference Mentimeter</p>	<p>Shared classroom</p>