

Michal Anne Jensby Smith
Tri-Cities High School
East Point, Georgia

Economic System Comparison on Sustainable Development Goals

Curriculum: Economics and/or Social Issues and Current Events Courses (10th-12th)

Duration of Lesson: One 90-minute block and one week of outside project time or two 55-minute class periods and one week of outside project time.

Georgia State Standards:

Social Studies Economics SSEF4B: Analyze how each type of system answers the three economic questions and meets the broad social and economic goals of freedom, security, equity, growth, efficiency, price stability, full employment, and sustainability

Key Vocabulary:

- Sustainability, Economic Systems, Social Progress Index

Targeted Learning Objectives:

- Students will develop an understanding of the United Nations 2015 Sustainable Development Goals
- Students will analyze how capital economies like Japan and the United States are accomplishing the SDGs in comparison to command economies like Russia or China.
- Students will create action plans for their communities and school to better accomplish targeted SDG goals.

Lesson Overview: Students will learn about the Sustainable Development Goals agreed upon by the United Nations and create infographics that compare the United States, Japan, and China and their progress towards one of the sixteen Sustainable Development Goals. Students will then apply this goal to their own community and create action plans to move towards this goal in their local economy by 2030.

Instructional Procedure:

1. A previous lesson compares the economic systems of traditional, market, and command systems, highlighting the differences between both and covering the Georgia Standards of Excellence: SSEF4 Compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.

2. Slide 2: Students in pairs will spend a few minutes brainstorming what sort of goals the UN might set for the year 2030 using the graphics as clues. (The PowerPoint reveals each goal's title after students are given the opportunity to guess).
3. Slide 3: Students will discuss which of these countries have command or market systems and which of these goals are most urgent for which country. Question that may be helpful to discuss: What kind of relationship is present between social goals and economic prosperity? Which countries are dealing with basic needs goals such as poverty, hunger, and clean water? Which countries need to address human capital goals such as equality and innovation? What countries do you believe will accomplish all 17 goals by 2030?
4. Slide 4: Watch Videos which cover the 17 SDGs and a TedTalk on our global progress towards these goals from 2015-2018. Use discussion questions on the PowerPoint to aid student discussion on the SDGs and how they are being addressed. (Students may watch these in groups, as a class or individually—links and QR codes are provided for students who may need to watch them more than once). Slides 5 and 6 can aid discussion with graphics pulled from the TedTalk video.
5. Students will be paired up in mixed ability groups (2-3 depending on class size) and randomly assigned one of 16 goals (removing #17: Partnerships for the Goals). They will be given the Sustainable Development Goal Infographic Handout.
 - Instructors that have less than 32 students in each class may chose to split these SDGs between classes to make larger groups per goal. All displays may then be posted publicly for students to complete gallery walk handout and see all displays from all class sections.
6. Students will display their infographic in the media center (or other public place) in the school during our International Week to present to other classes. Students may use “Sustainable Goals Gallery Walk” handout to discover each of the other sustainable development goals.