SDG MINI-PRESENTATIONS

Overview: Students research and present on an SDG related to one or more course themes. In alignment with universal design for learning, both the SDG and the format of showing their learning (PowerPoint, infographic, etc.) are selected by the student.

Time	Instructor Activities	Learner Activities	Techniques/Equipment
Varies	Teach course-specific concepts related to your discipline (e.g., arts, business, design, economics, English, policy studies, sciences)	Learn key course concepts	
30 min	Facilitate small group discussion to choose course concept and SDG	In small groups decide which course concepts and SDG to focus on	Group work
1-2 hours	Provide resources for students to research their chosen SDG	Research their SDG, and prepare a presentation or infographic	SDG resources
varies	Facilitate class presentations	Present on their SDG, or share an infographic	Supportive sharing environment

Relevance: Allowing students to choose the course theme(s) and SDG gives them autonomy, the potential for greater motivation, and an active way to learn from each other.

Objective: Have students research and present (or prepare an infographic, poster, video, or other media) on an SDG. Students can do this individually or in small groups.

Pre-assessment: Are students familiar with the SDGs most relevant for this activity?

Most Relevant SDGs: Good health and well-being, quality education, gender equality, sustainable cities and communities. Students decide which to focus on.

Time: Possible to do in one class period. More in-depth inquiries require giving students more time. Consider introducing this assignment in one class, having students discuss their concepts/SDGs to focus on in a subsequent class, and finally presenting at a later date.
Location(s): In class.

Accessibility: Be mindful of inequitable technology access, and provide clear directions for how learners will work in teams. Presentations give some students severe anxiety; consider alternate options for students (e.g., taking on a role with less speaking such as PowerPoint development and support, or pre-recording their presentation) and direct learners to the [Speaking with Confidence in Class](#) learning aid.

Process:
1. Students choose an SDG to research in groups.
2. Students then choose 2-3 concepts already addressed in the course, and determine how they would apply to the achievement of their chosen SDG.
4. Students examine the way that their current learning at KPU, and within the course, allows them to contribute to the achievement of the SDG.
5. Students prepare a mini-presentation/infographic/media to share.

Accountability: Students give a presentation, or share an infographic/poster/media, with the class.

> **Adapt for your Discipline/Course:** Adapting this activity is relatively straightforward. In your course you will teach course-specific concepts (dependent on the discipline) and emphasize certain SDG goals. Your role is to help students connect these concepts to an SDG.
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> For example, if you teach carbon cycling in Biology your students might choose Life Below Water or Life on Land SDGs. If you teach collaborative skills in Human Resources Management your students might choose Gender Equality or Reduced Inequalities SDGs. If you teach in Access Programs for People with Disabilities you might explore the campus grounds and have students choose zero hunger (connected to learning

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Post-Assessment: Two stars and a wish (students write down two things they understood well about another students presentation, and one thing they still do not understand fully or want to learn more about). Another option for gathering this post-assessment is using polling software such as [Mentimeter](#) or [Poll Everywhere](#).

Reflection Questions: 1. How can you/we carry this work forward beyond the semester?
2. What intersections do you see between your chosen SDG and the SDGs chosen by other students/groups? How do they complement and/or contrast?
3. What questions remain in regard to your chosen SDG and changes that still need to happen at KPU and/or beyond? Think about decolonization, the [xéʔelɬ KPU Pathway to Systemic Transformation](#), and [equity, diversity and inclusion](#).

Resources:

Inquiry-Based Learning: Ask, Find Out, Act!