



ENGLISH FOR A BETTER TOMORROW: ENGLISH PRACTICE THROUGH SUSTAINABLE DEVELOPMENT GOALS

ALBA FERNÁNDEZ-ALONSO (EDITOR)



**UNIVERSIDAD
DE BURGOS**

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DEVELOPMENT GOALS**

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2025

This project emerges from the service-learning project *Sustainable English Teaching UBU-Bengaluru (SETUB)*, developed within the framework of the collaboration agreement between the University of Burgos and the NGO FIDESIndia Society. This project is included in the University of Burgos' call for Teaching Innovation and Social Transformation Projects in Service-Learning (2024-2025).

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Imagen de cubierta y contracubierta: Alba Fernández-Alonso

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Edita: Servicio de Publicaciones e Imagen Institucional
UNIVERSIDAD DE BURGOS
Edificio de Administración y Servicios
C/ Don Juan de Austria, 1
09001 BURGOS - ESPAÑA

ISBN: 979-13-87585-11-2 (e-book)

DOI: <https://doi.org/10.36443/9791387585112>

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EDITOR'S NOTE

It is with great pleasure that I introduce this book of activities for English as a Foreign Language (EFL) learners, designed especially for Indian students to practice and improve their language skills through meaningful, engaging, and context-sensitive, tasks. The activities in this volume are aligned with the five communicative skills prescribed by the Common European Framework of Reference for Languages (CEFR): mediation, writing, listening, speaking, and reading. These activities are designed not only to support language learning, but also to encourage students to think critically, collaborate effectively, and engage with real-world issues.

What makes this book especially relevant is its foundation in the United Nations Sustainable Development Goals (SDGs), which are the theme upon which all activities spin. Each chapter is dedicated to one of the most relevant SDGs in India:

Chapter 1: SDG 1 – No Poverty,

Chapter 2: SDG 4 – Quality Education,

Chapter 3: SDG 5 – Gender Equality,

Chapter 4: SDG 6 – Clean Water and Sanitation, and

Chapter 5: SDG 10 – Reduced Inequalities.

By working through these chapters, students can not only improve their English, but also reflect on key global and local challenges, becoming more aware and responsible global citizens.

The book is specifically addressed to teachers working with students from 7th Standard to 12th Standard in the Indian education system —age and academic range roughly equivalent to *ESO* and *Bachillerato* levels in Spain. Within each chapter, they will find a range of classroom-ready activities intended for different levels and skills, making this book a versatile and practical tool for different teaching contexts.

This book is the outcome of the SETUB (Sustainable English Teaching UBU-Bengaluru) service-learning project. It was developed cooperatively between the NGO FIDESIndia Society and the students of the University Master's Degree in Teaching in Secondary Schools, Vocational Training, and Language Centres (English specialty) at the University of Burgos (UBU) in Spain. The seed of this project was sown during my participation in the UBU-Bangalore international cooperation project which enabled me to visit the facilities of Saint Francis de Sales Public School in Bengaluru —a school operated with the support of FIDESIndia Society. There I had the chance to meet its inspiring students and teachers, and to gain a closer understanding of the educational needs faced by many other Indian teenagers. That trip sparked the vision of this book and shaped its objectives right from the start.

The additional materials to implement the activities were created by these students who are pre-service teachers. A QR code and a direct link provide access to all the materials from the five chapters, which are stored in a OneDrive folder titled Annexes (and in a Google Drive folder titled Annexes Setub).

Access to materials (OneDrive): [ANNEXES](#)



Access to materials (Google Drive): [ANNEXES SETUB](#)



The entirety of the material can also be downloaded as a compressed file (ZIP) at this URL:

<https://libros.ubu.es/servpubu-acceso-abierto/catalog/view/84/80/93>

These annexes are original, developed during classroom sessions, and have not been published elsewhere. Although the content has been thoroughly

reviewed, minor errors or links that may not function properly might be found. In such cases, please note that all necessary materials are also available and organised in the OneDrive folder.

I would like to sincerely thank my fellow lecturers of the Master's Degree and coordinators of this book, whose commitment and support played a key role in the success of this pioneering project. Most of all, my heartfelt thanks go to my Master's students, who have poured their creativity, energy, and commitment into the activities found within these pages. May this book be both a useful tool in your future EFL classrooms and a reminder of what can be achieved when people from different parts of the world come together to learn and collaborate. May you always teach with the same energy and heart you've shown here.

Alba Fernández-Alonso
Editor

CHAPTER 1 – SDG 1 – NO POVERTY

Sustainable Development Goal 1 focuses on eradicating poverty in all its forms, ensuring that everyone has access to basic resources, opportunities, and social protection. Poverty is a multidimensional issue that affects education, health, and economic stability, making it a central challenge for global development. Ensuring financial security, reducing inequalities, and providing access to essential services are key steps toward eliminating extreme poverty.

In a rapidly changing world, addressing poverty requires a combination of economic growth, social inclusion, and sustainable policies. This goal highlights the need for strategies that empower individuals and communities, fostering self-sufficiency and resilience. Education, employment opportunities, and fair wages play a crucial role in breaking the cycle of poverty and creating more equitable societies.

This chapter delves into the significance of SDG 1 by introducing activities designed to encourage students to analyse poverty-related issues critically. Engaging with real-world scenarios helps learners understand the complexities of poverty and the collective efforts needed to build a future where basic needs and dignity are guaranteed for all.

7th Standard – Reading

- Level: 7th Standard
- Skill: reading comprehension
- Timing: 50-60 minutes
- Materials/Annexes:
 - SDG 1 – 7th – Reading 1
 - SDG 1 – 7th – Reading 2
 - SDG 1 – 7th – Reading 3
 - SDG 1 – 7th – Reading 4
- Learning objectives:
 - To follow instructions of a recipe
 - To use the imperative form of verbs and food-related vocabulary
 - To raise awareness of poverty and people in need

LESSON STRUCTURE

Before starting the activity, make sure the students are familiar with the terms provided in the Word Bank list (Annex 4 - [Annex 4 _Word Bank.docx](#)). The teacher should introduce and review these terms before the main activity.

WARM-UP ACTIVITY (5')

Introduce the activity with a short, engaging story where the teacher is the main character:

One of my best friends works at Indira Canteens, those affordable cafeterias that provide a dignified meal to people who cannot afford to meet such a basic need as feeding themselves. A few days ago, he came to me in desperation because he needed help: someone had damaged the recipe books, and now the cooks were struggling to prepare meals, meaning they couldn't feed as many people as they used to. So, I decided to help him, thinking that if we all work together as a team, we can sort it out as soon as possible. There are vulnerable people depending on us!

ACTIVITY 1 (15')

Students will work together to organise the steps of a recipe in the correct order.

Instructions:

- Divide the class into five groups and distribute a different recipe to each group.
- Give each group a set of flashcards containing the scrambled steps of a recipe (Annex 2).
- Students collaborate to arrange the recipe steps correctly.
- The teacher can refer to Annex 1 for the correct order of each recipe. (Annex 1 – Correct recipes order)

ACTIVITY 2 (5')

Once they have organised the preparation of the recipe correctly, they will guess the name of their assigned dish. To do this, the teacher will project flashcards with different names of recipes and the students will decide with their group which one is theirs.

Recipe name flashcards:

- Akki Rotti (light blue)
- Mysore Pak (light grey)
- Rava Idli (purple)
- Maddur Vada (dark blue)
- Dosa (light orange)

ACTIVITY 3 (15')

Students will create their own simple recipes to feed as many people as possible, relating to SDG 1 (No Poverty), by discussing ways to provide accessible, nutritious food for those in need. Proceed as follows:

1. Reorganise the class into different groups (4-5 students each) to encourage teamwork with new classmates.

2. Explain that each group will act as chefs at Indira Canteens, challenged to create a simple, nutritious meal using basic, affordable ingredients to feed as many people as possible.
3. Display the Recipe Rescue Sheet (Annex 3) on the board for guidance.
4. Each group has 10 minutes to brainstorm and develop a meal idea. Encourage them to be creative yet practical, using widely available ingredients (e.g., rice, vegetables, spices).
5. Once they have finished, each group shares their recipe with the class, explaining why they chose those ingredients and how their recipe can help fight hunger and support people in need.
6. The class discusses and votes on the most effective recipe for Indian Canteens.

ACTIVITY 4 (10-15')

In this activity, students have to reflect on and discuss how food security and affordable meals help address poverty, and how small actions (like creating simple, nutritious recipes) can make a big difference in communities. The teacher can ask questions like the following one in order to establish dialogue in the classroom:

- Why do you think having affordable and nutritious meals is important for families with less money?
- How can small actions like this help people facing hunger?
- In what other ways can we contribute to reducing poverty?

OPTIONAL ACTIVITY

If resources allow, students can cook the recipes they worked with during the lesson, both those provided on the flashcards and those they created.

8th Standard – Mediation

- Level: 8th Standard
- Skill: mediation
- Timing: 40 minutes
- Materials/Annexes:
 - Video: “SDG 1: No Poverty” (3:47) - Smile and Learn English ([video QR below](#))



- [SDG1 – 8th – Mediation 2](#)
- Learning objectives:
 - To summarise key information by identifying main ideas and re-phrasing them.
 - To explain extreme poverty in simple English.
 - To discuss the impact of extreme poverty and ways to address it.

LESSON STRUCTURE**WARM-UP ACTIVITY (10’)**

The students will watch a video related to the first Sustainable Development Goal (SDG 1), focusing on poverty. Afterward, they will summarise the video in 2–3 lines.

The teacher will explain that this short task introduces “mediation” tasks, which involves simplifying and explaining content so others can understand it.

ACTIVITY 1 (25’)

This activity builds on the *Warm-up* task. Students will read a short text about extreme poverty. After reading, they will complete the following mediation task:

Your friend Aadi is now learning English and recently read an article about extreme poverty. However, due to his low level of English, he didn't fully understand the concept or its current challenges. Imagine Aadi asked you to explain this topic. Write a short WhatsApp message (40 to 50 words) in your own words, using simple and clear English.

- You should include the following points:
- What is extreme poverty?
- How COVID-19 and other problems have made it worse?
- Why is it still a huge challenge for the world?

The teacher will monitor and provide guidance as students write their messages, ensuring they follow the word limit and focus on key information.

ACTIVITY 2 (5')

After completing the mediation task, the students will engage in a class discussion about how people can help others in need.

The teacher can prompt students by asking:

- Why is it important to help people in extreme poverty?
- What simple actions can schools, families, or communities take to support those in need?

OPTIONAL ACTIVITY

Students can create posters, infographics, or short videos highlighting SDG 1 (No Poverty) and practical ways their community can make a difference.

9th Standard - Speaking

- Level: 9th Standard
- Skill: speaking
- Timing: 50-60 minutes
- Materials/Annexes:
 - SDG 1 – 9th – Speaking 1
- Learning objectives:
 - To analyse artistic representations of poverty and wealth.
 - To reflect on the lives and emotions of the people in artworks.
 - To improve speaking skill through debates and descriptions.
 - To develop critical thinking on issues related to SDG1 (No Poverty).

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

Introduce the art topic by asking students questions such as: Do you like art? / How do you feel when you look at a painting? / Can a painting tell a story? How? / Do you have a favourite painting or artist?

Once they have answered these questions, ask students to imagine they are artists. What message would they like to share with the world? Encourage them to briefly explain their ideas to their peers.

ACTIVITY 1 (25')

1. Show students two paintings and provide relevant background information (please see materials document)
2. In small groups of 3-4, students have to create different questions that they would ask the protagonists of the paintings. They must choose a person/protagonist from each painting to ask them something. To guide students, give them the following examples of questions: What are you thinking about in this moment? / Why are you in this setting? / What emotions are you feeling?

3. After giving the groups some time to come up with the questions, they should say them out loud so that their classmates can write them down.
4. Once all the questions have been shared, each group selects one of their questions and directs it to another group, who must imagine a quick, creative answer as if they were the protagonist of the painting.

ACTIVITY 2 (20')

To carry out a little debate, give students some time to think about the following questions, and then let them share their own ideas:

- How does Monet's painting make you feel? Provide a word map of adjectives related to feelings and emotions that the teacher can write on the blackboard, such as: "calm", "peaceful", "hopeful", "inspiring", etc.
- How can societies work together to achieve the goal of "No Poverty"? Can art help? If you cannot come up with any ideas, here are some suggestions to inspire you:
 - Art can make people want to help others.
 - It can help people learn about poverty and understand how serious it is.
 - Artists can show ideas or feelings in their art that are hard to say with words.

10th Standard - Listening

- Level: 10th Standard
- Skill: listening
- Timing: 60 minutes
- Materials/Annexes:
 - SDG 1 – 10th – Listening 1
- Learning objectives:
 - To listen for key information and identify the causes and consequences of poverty
 - To collaborate with peers to piece together different parts of a story
 - To communicate effectively by summarising and explaining information to others

LESSON STRUCTURE**WARM-UP ACTIVITY (2-3')**

Divide the class in 5 groups and introduce the context to the class: “The disappearing farmer”

A rural community is suffering from poverty due to a drought, and the disappearance of a key farmer is worsening the situation. Each group will receive one piece of the story. By sharing their information, they must understand the root causes of poverty in the community and propose actionable solutions.

ACTIVITY 1 (15')

Each group listens to their assigned audio clip for the first time and takes five minutes to write down the key points they have understood. After this initial listening, they play the audio a second time to reinforce their comprehension and clarify any details they may have missed.

ACTIVITY 2 (15')

After listening to their assigned audio clips, each group shares the key information they have gathered with the rest of the class. As they present their findings, the class works together to piece together the full story, identifying connections between different parts of the narrative.

ACTIVITY 3 (30')

- In groups, students identify the root causes of poverty in the village.
- They brainstorm at least 2-3 realistic solutions, such as: forming co-operatives, seeking government aid or implementing new farming techniques.
- Groups select the most effective solution and justify their choice.
- Each group creates a short presentation or poster explaining:
 - The causes of the problem.
 - Their proposed solution and how it addresses the issue.
 - Why their solution is sustainable and realistic.

FOLLOW-UP ACTIVITY

Each group presents their proposed solution to the class, explaining the causes of the problem, their suggested approach, and why they believe it is effective and sustainable. Following the presentations, the class engages in a discussion to evaluate the different solutions, considering which ones would be the most practical and impactful in real-life scenarios.

11th Standard - Writing

- Level: 11th Standard
- Skill: writing
- Timing: 50 minutes
- Materials/Annexes:
 - SDG 1 – 11th – Writing 1
- Learning objectives:
 - To write a formal email using the correct structure, tone, and vocabulary
 - To collaborate with peers to develop and refine a proposal addressing poverty
 - To review and improve writing through peer feedback and self-correction

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

Students begin by discussing key questions related to poverty. In pairs, they explore topics such as: What does poverty look like in our community and around the world? What are the main causes of poverty? How can organisations help combat poverty?

After discussing in pairs, students share their ideas with the class, fostering a brief group discussion.

ACTIVITY 1 (5')

The teacher will project a vocabulary matching activity on the board with terms of their own choice. Key terms will be listed on one side, while their definitions or real-life situations will be scrambled on the other side.

1. Students take turns matching the terms to the correct definitions.
2. Once all the terms are matched, the teacher reviews the correct answers with the class, clarifying meanings if needed.

ACTIVITY 2 (5')

Explanation of email structure:

- Greeting: address the recipient respectfully.
- Introduction: present the purpose of the email.
- Body: detail the main ideas.
- Closing: thank the recipient and formally conclude the email.

ACTIVITY 3: WRITING THE EMAIL PROPOSAL (25')

Students are divided into small groups (3-4 members per group). Each group must develop a proposal to help reduce poverty in their community and structure it as a formal email.

1. Each group formulates an idea for a local initiative.
2. They must incorporate at least five key vocabulary terms from the matching activity.
3. Example Proposal: Organising a community event to raise funds for educational programmes for vulnerable groups.
4. Groups compose an email addressed to a local NGO, outlining their proposal and requesting support or collaboration.

ACTIVITY 4 (5')

Once the emails are written, groups exchange them and assess them using a checklist:

- Is the email format correct?
- Are the key terms used appropriately?
- Is it free of spelling errors and are capital letters used correctly?

Students provide constructive feedback before finalizing their emails.

12th Standard - Reading

- Level: 12th Standard
- Skill: reading
- Timing: 50-60 minutes
- Materials/Annexes:
 - [SDG 1 – 12th – Reading](#)
- Learning objectives:
 - To develop reading skills through poetry.
 - To understand and reflect on the impact of poverty.
 - To explore and appreciate the use of poetry as a form of expression.

LESSON STRUCTURE**WARM-UP ACTIVITY (15-30')**

This activity will be divided in the following steps:

1. See-think-wonder (5-10')

This is a thinking routine that encourages careful observations, thoughtful interpretations and stimulates curiosity.

- Ask your students to create a three-column table with the headings: See, Think, Wonder. The teacher explains what they should note in each column:
 - See: what they observe in the image.
 - Think: what ideas or interpretations come to mind.
 - Wonder: what questions they have about it.
- Leave the table aside until step 3.

2. Who's Havfy? - Introduction to poetry (3-5')

Tell your students they will watch a video related to something they will be working on during the lesson, but don't give them additional information. This will encourage active thinking and curiosity.

- Play the following video (QR below):



After watching, explain that the video introduces the author of the poem they will analyse. This activity challenges misconceptions about poetry and encourages students to see it from a fresh perspective.

3. Introduction to poverty (5-10')

Immediately after watching the video, without further commentary, show them this [picture](#):



Ask students to fill in their See-Think-Wonder table based on all they have watched and seen. Once completed, discuss their observations and interpretations as a class.

Follow-up: create a common chart for the whole class with everyone's ideas.

ACTIVITY 1 (5-10')

For this activity, ask the students to read the poem individually. Once they are done, play the [video](#) of the author interpreting it (poem transcript in annexes):



*Some words that might be difficult for your students, such as: *aspiration*, *crippled*, *feasible*, *expire*, *brethren*, *sustainable*, *ignorance*... If you think your students might struggle with these words, use the provided word bank.

ACTIVITY 2 (15')

1. Divide the class into small groups (ideally 4-6 groups).
2. Provide each group with four pieces of paper. They will have to label with one letter: A, B, C and D.
3. The teacher projects one question at a time on the board (the questions can be found here).
4. Groups discuss the question and decide on the correct answer.
5. Once they have decided, they hold up the paper with the letter of their chosen answer (e.g., B) for the teacher to see.

Scoring system:

- The first group to hold up the correct answer earns 1 point.
- If a group answers too quickly and gets it wrong, they lose 1 point.
- Other groups can still attempt to answer until the teacher confirms the correct one.

Rules:

- Groups must wait for the teacher to finish reading the question before they can raise their answer.
- If two groups raise their answers simultaneously, both of them get a point.
- Optional: make the final question a double point round, but groups lose 2 points for an incorrect answer.

ACTIVITY 3 (15-20')

The goal of this activity is to create a similar poem but about India by focusing on specific aspect.

1. Keep the same groups as before (maximum six groups), so each of them focuses on a different theme.
 2. Each group will write one stanza (4-6 lines) about poverty in India incorporating a keyword.
- Group 1: causes of poverty in India - Keyword: deprivation.
 - Group 2: impact of poverty on education - Keyword: illiteracy.

- Group 3: impact of poverty on health - Keyword: malnutrition.
 - Group 4: role of inequality in poverty - Keyword: discrimination.
 - Group 5: solutions to poverty (e.g., education, employment, inclusion)
 - Keyword: empowerment.
 - Group 6: hopeful conclusion emphasising collective action - Keyword: unity.
3. Groups brainstorm for 3-4 minutes, then write their stanza within 12 minutes. Encourage students to use metaphors and creativity in their writing.
 4. Sharing and combining (6 minutes): once the groups have written their stanzas, each group reads their stanza aloud in sequence. As they read, the teacher or a student volunteer can write the stanzas on the board or on a large piece of paper to form the complete poem.

ACTIVITY 4 (5')

Ask your students to revisit the “think-see-wonder” from the beginning. Ask them to reflect on their initial thoughts, answer any questions they had and encourage them to share their feelings about writing and discussing poetry.

CHAPTER 2 – SDG 4 – QUALITY EDUCATION

Sustainable Development Goal 4 emphasizes the importance of ensuring an inclusive, equitable, and quality education for all, along with promoting learning opportunities. Free education, equal access to quality education, eradication of all discrimination in education, or universal literacy and numeracy, are paramount to reach a quality education.

In a highly interconnected and changing world, quality education serves as the keystone for personal development, social progress, and global sustainability. SDG 4 is a universal commitment to addressing disparities in education and fostering the power of knowledge.

This chapter explores the practical implications of SDG 4 and presents a wide range of different activities that highlight the contemporary relevance of quality education. The implementation of the different skills ensures reflection about the importance of education in our world and the efforts needed to improve it every day. Creating classrooms that foster critical thinking is essential and reflecting about the relevance of education in our societies is the first step to achieving this goal.

7th Standard - Writing

- Level: 7th standard
- Skill: writing
- Timing: 40 minutes
- Materials/Annexes:
 - [Video on quality education](#) (QR below)



- Writing sheets for group work
 - Word bank for key concepts
- Learning objectives:
 - To reflect about the challenges in accessing quality education
 - To collaborate effectively in teams, developing creativity and communication skills
 - To reflect on the impact of education and propose solutions to improve accessibility

LESSON STRUCTURE**WARM-UP ACTIVITY (5')**

Play the short video above about quality education and allow students to ask any questions they may have about its content. After addressing any questions, the students may have regarding the video, facilitate a brief debate by asking “Why do you think quality education is important?”. Encourage students to share their thoughts, fostering discussion and critical thinking on the topic.

ACTIVITY 1 (18')

Divide the class into 5–6 groups of 5–6 students each and explain that they will collaboratively write a story based on the idea of a child who struggles

to attend school due to living far away. Each group will co-write their story by passing it from one member to another, ensuring continuity and teamwork. The story must include the following elements:

- Introduction: Who is the child? Where do they live? What is their background?
- The Challenge: Why is it difficult for them to attend school?
- Emotions: How does the child feel about their situation?
- The Importance of Education: Why does the child want to go to school? What are their dreams?
- Solutions: What could help them overcome this challenge?
- Conclusion and review: Wrap up the story and ensure it flows logically.

ACTIVITY 2 (20')

Students will continue working in their initial groups to refine their stories and take on specific roles to enhance collaboration and creativity.

1. Each student in the group will be responsible for a specific aspect of the task. Assign the following roles:
 - Lead writer: writes the group's ideas and ensures clarity.
 - Idea generators: contribute creative elements to enrich the story.
 - Editor: checks for mistakes, improves coherence, and refines sentence structure.
 - Illustrator (Optional): creates simple illustrations to support the story.
 - Presenter: shares the final story with the class.
2. Each group will write a story titled "A Journey to Quality Education", applying the structure developed in Activity 1. To guide their work, students will consider the following prompts:
 - The challenge: students must think about a character or an institution facing difficulties accessing quality education, such as lack of resources, poor school facilities, or long distances to school.
 - The solution: students must think about a character or an institution facing difficulties accessing quality education, such as lack of resources, poor school facilities, or long distances to school.

- The impact: students must consider how their provided solutions affect their character or institutions of life. For instance, personal growth, better job opportunities or improved community development.
3. Once the writing process is complete, each group's presenter will read their story aloud to the class. After each presentation, the class can provide positive feedback, focusing on creativity, clarity, and the effectiveness of the proposed solutions.

ACTIVITY 3 (5')

Have them gather in pairs or groups of three to write brief definitions on the following concepts, bearing in mind the activities done: "education", "quality", "opportunity", "access", "equality".

8th Standard - Reading

- Level: 8th standard
- Skill: reading
- Timing: 45 minutes
- Materials/Annexes: **SDG4 – 8th – Reading 1**
- Learning objectives:
 - To improve reading comprehension by reconstructing a fragmented story.
 - To develop teamwork and problem-solving skills through a sequencing activity.
 - To reflect on the role of “education” in overcoming challenges.

LESSON STRUCTURE**ACTIVITY 1 (15’)**

The teacher will divide the class into small groups of about five students and explain the activity to all of them. Students will work together to reconstruct a fragmented story, improving their sequencing skills and understanding of narrative structure.

Each group will receive a different story that has been cut into six separate parts. Before starting, students will read all the segments carefully and attempt to determine the correct chronological order. They must collaborate, discuss, and justify their reasoning before finalizing the sequence.

ACTIVITY 2 (30’)

Once all groups have completed their story sequencing, the class will gather together in a large circle. A representative from each group will read their reconstructed story aloud in the correct order. After each reading, there will be a five-minute discussion where students reflect on the emotions evoked by the story and its relevance to “education” and “quality” learning experiences. Every student should contribute to at least one of the discussions, ensuring active participation and deeper engagement with the topic.

9th Standard - Mediation

- Level: 9th standard
- Skill: mediation
- Timing: 60 minutes
- Materials/Annexes: **SDG 4 – 9th Mediation 1 Listening 1 / Listening 2**
- Learning objectives:
 - To understand an oral text about quality education
 - To accurately and effectively explain the content of that oral text in their own words to a peer
 - To explain key information of an oral text to a peer

LESSON STRUCTURE

ACTIVITY 1 (40')

The goal of this activity is for students to accurately explain in their own words the information they have listened to. Students will work in pairs to listen to and summarise an audio recording about quality education in a European country.

1. Pair up students: each student will be paired with a classmate.
2. Separate partners: one member of each pair will step outside the classroom so they cannot hear the recording.
3. Listening and note-taking: the student remaining inside the classroom will listen to the audio recording of Alex, a British teenager, discussing his school experience with his aunt Marion. The students should take notes during the listening. They have to reflect all the information accurately but express it using their own words when recounting it later. They cannot add any new information. They will need to focus especially on four key aspects: the teachers, the students, resources, and facilities. It may be helpful to use a table like the one shown below to organize notes effectively:

Students	Teachers	Facilities	Resources
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4. Share and explain after the recording ends, the students who were outside will return to the classroom and rejoin their partners. The student who listened to the audio will then explain to their partner what was discussed, focusing specifically on the four key aspects mentioned earlier, using their own words.

To ensure that the activity is completed and to assess each student's level of understanding, the student who listens will also complete a table with the information provided by their partner during the explanation. This allows both students to engage actively and ensures that the key details are correctly understood and noted.

5. Role Reversal: once the first round is complete, the roles will be inverted. The student who initially did the listening will now step outside and the same procedure will be repeated with the second student listening to a different recording. This ensures that both students have the opportunity to practice the skills worked.

ACTIVITY 2 (20')

The goal is to create a poster that visually contrasts “Quality Education” with its opposite comparing the insights gained through listening and the explanations of their classmates. This will help consolidate the students' understanding of what elements contribute to or detract from quality education.

Regroup each pair with another couple, making a small group of four. Each group will design a poster that has two distinct halves:

- One half should visually represent elements of quality education (e.g., engaged teachers, adequate resources, supportive learning environments).
- The other half should depict aspects that represent the lack of quality education (e.g., disengaged teaching, poor resources, unsupportive environments).

As a follow-up activity, each group could present their poster to the rest of the class.

10th Standard - Speaking

- Level: 10th standard
- Skill: speaking
- Timing: 60 minutes
- Materials/Annexes: **SDG 4 – 10th Speaking 1: Role flashcards / Speaking 2. Expressions and Vocabulary list**
- Learning objectives:
 - To discuss challenges in accessing quality education through role-play
 - To express opinions and negotiate solutions clearly and effectively
 - To reflect on how to make schools more inclusive and accessible

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

The teacher will introduce the lesson by asking students thought-provoking questions such as: What do you think about education? Do you think the system is effective? What does quality education mean to you? What improvements could be implemented? To create a comfortable and open discussion, the teacher can use encouraging phrases such as: Feel free to share your ideas. This is about expressing your thoughts! or Who hasn't shared yet? We'd love to hear from you! Students can also incorporate key concepts like "inclusion", "diversity", and "wheelchairs" in their responses.

ACTIVITY 1 (45')

The teacher will introduce the activity with a short story:

In the city of Davanagere, state of Karnataka, many children do not attend school. Some are from farming families, others are girls who face cultural barriers, and there are students with disabilities who do not have adequate access. The local government needs to devise a plan to ensure that all children have access to quality education. Would you be able to do it?

1. Students will be divided into groups of five, each taking on a role from the Role Flashcards sheet projected by the teacher. The roles include:
 - Government: the budget of INR 6,000,000 for facility renovation such as the windows and doors, and the installation of lifts for people with physical disabilities.
 - Teacher: more resources, improvement of the teaching-learning process (use other methods, active methodologies), more proposals of extra activities or excursions
 - Local NGOs: encourage students to go to class and help with the infrastructure
 - Parents: help their children with the personal and academic needs and difficulties mainly if they have children with disabilities
 - Students: talk about the needs and difficulties they have as it occurs when there are people with disabilities in the classroom. What can the classmates do in these occasions? How can they contribute to creating a better class environment?

Each group will collaboratively create a dialogue where they discuss their needs, proposals, and strategies. The “Expressions and Vocabulary” list will be available as a reference to support language use, particularly in giving opinions and negotiating solutions.

2. Groups will perform their role-play, presenting their ideas as if they were part of a real discussion on improving access to education. If time allows, all groups will present; otherwise, volunteers can perform their dialogues for the class.

CLOSING ACTIVITY (5’)

As a class, students will reflect on the key question: “How can we make school more inclusive and effective?”. Responses should focus on concepts such as understanding students’ needs, fostering diversity, and improving accessibility. The “Expressions and Vocabulary” list can be used as a reference to structure their answers.

11th Standard - Listening

- Level: 11th standard
- Skill: listening
- Timing: 50 minutes
- Materials/Annexes:
 - [Video](#) (QR below): [SDG 4 – 11th – Listening 1 and 2](#).



- Learning objectives:
 - To improve listening comprehension by identifying key information from different speakers
 - To familiarize students with diverse English accents and educational topics
 - To develop critical thinking by discussing issues related to SDG 4 (Quality Education)

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

A short video will be played for the students to know about the topic of the listening. They will watch it once and they will establish a little debate about their opinions and the main ideas of the video. The teacher will facilitate the discussion with guiding questions such as: “What key message does the video convey about education?” , “What challenges or solutions are presented?” “Do you agree with the perspectives shown?” “Why or why not?” This initial discussion will activate students’ prior knowledge and prepare them for the listening task.

ACTIVITY 1 (30')**1. Pre-activity (5')**

The teacher will present the students with several keywords selected from the audio track they are about to listen to. In a quick association exercise, the teacher will mention each keyword one by one, and the students must respond with the first word that comes to mind.

Next, the teacher will select the words that most closely match the real meaning of the keywords to facilitate their understanding.

Finally, the students will choose two of those keywords and use them in two sentences related to the educational field.

2. Listening task (20')

The students will be given the answer sheet with a series of statements. They will have one minute to read the questions and post any doubts they may have regarding the vocabulary.

After this, the students will hear twice the short piece of audio where they will find three different speakers talking about three different topics regarding education. At the same time, they will have to answer the activity they have been given.

When the audio has been heard twice, the students will have five minutes to check their responses and answer the questions they had doubts about.

3. Peer review (5')

Once the listening task is complete, students will exchange their answer sheets with a classmate. With teacher guidance, students will evaluate their peer's responses, encouraging reflection on accuracy and comprehension.

CLOSING ACTIVITY (10')

To wrap up the session, the teacher will propose a debate about the three topics of the listening and the students will have to give their opinion about those different topics. They can also give feedback about the difficulty of the audio, or the difficulty of the questions proposed in the task.

12th Standard – Writing

- Level: 12th standard
- Skill: writing
- Timing: 50-60 minutes
- Materials / Annexes
 - Laptops, tablets or paper for writing
 - Projector for **SDG 4 – 12th – Writing 2 Graphs (AI generated)**
- Learning objectives:
 - To understand the purpose and structure of a formal report
 - To analyze data and present findings in a structured, coherent manner
 - To explore the significance of SDG 4 and its impact on education in India

LESSON STRUCTURE**WARM-UP ACTIVITY (5')**

The teacher introduces the lesson by explaining the concept and purpose of a report, outlining its structure (introduction, source analysis, thematic discussion, results, consequences, and conclusion). A brief overview of SDG 4 is provided, highlighting its goals and relevance to education in India.

ACTIVITY 1 (10')

The teacher distributes a list of 8-10 key vocabulary terms related to reports and SDG 4. This list will include the terms *literacy*, *access*, *outcomes*, *equity*, *challenges*, *implications*, *policy*, *etc.* Students work in pairs to write a sentence for each term, using it in the context of education and SDG 4. Afterwards, the teacher goes over the sentences, clarifies meanings and provides examples of how to use the terms effectively in their reports.

ACTIVITY 2 (25')

Students will be divided into groups (5-6 students). The teacher distributes a graph to each group (5 groups in total), and they analyze the data presented by the graph and outline the main ideas. Each group writes down the main ideas and the consequences they bear using the structure given by the teacher. Then, they present to the rest of the class the information analyzed in a structured way.

ACTIVITY 3 (15')

Students, in their formed groups, write a report (about 100 words) based on all the information presented. If there are some contradictions in the information provided, students must comment on their relevance and nuance in their analysis.

CLOSING ACTIVITY (5')

Finally, the class collectively summarizes the key findings from their reports and proposes potential solutions to improve education in India in alignment with SDG 4's goals for 2030.




CHAPTER 3 – SDG 5 – GENDER EQUALITY

Sustainable Development Goal 5 aims to achieve gender equality and empower all women. This goal is crucial for building both inclusive and equal societies and promoting social justice. A fundamental role in achieving this objective is education which serves as a tool for empowering women and breaking circles of inequality.

Education makes girls and women acquire the knowledge, skills and confidence needed to fully participate in economic, political and social spheres. It challenges harmful gender norms, avoids discriminatory practices and creates new opportunities for innovation and leadership making educated women more likely to have a better paid job and take informed decisions contributing to their communities.

This chapter explores the practical implications of SDG 5 by presenting a variety of activities which contribute to make our students think critically about this goal. and they apply to their close environment so they can reflect about the importance of gender equality making the effort to improve it day to day. Through education we want to empower women so they can achieve their full potential and contribute to the development of more equal and sustainable societies.

7th Standard - Listening

- Level: 7th Standard
- Skill: listening
- Timing: 50-60 minutes
- Materials/Annexes
 - SDG 5 – 7th Listening 1
 - Video 1 
 - Video 2 
 - Video 3 
- Learning objectives:
 - To understand the message about gender equality presented in the listening material
 - To accurately answer comprehension questions based on the videos
 - To reflect on and express personal thoughts about gender equality

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

The teacher asks if they have ever experienced or witnessed gender inequality. Once they share their thoughts, a video is played, introducing various aspects related to gender equality.

ACTIVITY 1 (25')

Students will watch a short video twice about gender equality where some children are asked about their opinion on different factors that contribute to the social life, aspects related to the job a man or a woman can do, who is the one that is supposed to do the chores at home, etc. Students must take notes about what they have understood and what they have seen in the video with the help of a guide sheet the teacher will provide them.

Once they have finished this part of the activity, they must write a short paragraph stating their opinion about what they have seen and share it with their classmates; they will demonstrate they can reflect on different topics.

ACTIVITY 2 (20')

Students watch a second video twice, which discusses pay disparities between men and women for the same job. After watching, they reflect on the issue by answering comprehension questions on a worksheet provided by the teacher ([Annex SDG 5 7th – Listening 1](#))

ACTIVITY 3 (5')

The teacher reviews the session's content, clarifies any doubts, and assigns a homework task where students will engage in conversations with classmates about gender equality, document their discussions, and submit a short report. The teacher provides an example of how to structure their written reflections.

8th Standard - Writing

- Level: 8th Standard
- Skill: writing
- Timing: 50-60 minutes
- Materials/Annexes:
 - SDG 5 – 8th – Writing 1
 - SDG 5 – 8th – Writing 2
- Learning objectives:
 - To write and organise information effectively in a brochure
 - To learn about feminist activists and their role in gender equality
 - To collaborate in teams to create and present brochures

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

Show students different types of brochures to familiarize them with the structure of brochures. (SDG 5 – 8th – Writing 1)

ACTIVITY 1 (35')

Divide the class into six groups and assign each group one biography of a renowned feminist activist: Sarojini Naidu, Kamala Surayya, Malala Yousafzai, Nandita Das, Vrinda Grover, or Sunitha Krishnan. Each group will create an informative brochure, using the provided template, to gather and present key ideas about the life, work, and impact of their assigned activist.

ACTIVITY 2 (15')

Once they have finished the brochures, the students will create a panel sticking their brochures on a cardboard.

They can put in on the classroom or corridor's walls (that is why they only have three sections instead of six, like a usual three-fold brochure).

FOLLOW-UP 1

Students show and present their brochures and the information of the activists to the rest of the school colleagues.

FOLLOW-UP 2

Divide the class into new groups of 6 people to do a quiz of questions about the authors' biographies. These groups will be formed with the help of the groups from the main activity: each person in the group should have worked with a different feminist activist, so that the group can have knowledge of all of them.

Students are shown the “Quiz Time” template (SDG 5 – 8th – Writing 2), and must agree on the answer with their group before answering. When they know the answer, they must raise their hand to answer. The team with the most correct answers wins.

Below is the answer key:

- | | |
|-----|-------|
| 1.A | 6. A |
| 2.C | 7. D |
| 3.B | 8. B |
| 4.C | 9. A |
| 5.D | 10. C |

FOLLOW-UP 3

Divide the class in pairs to describe different terms related to gender issue.

- | | |
|-----------------------|------------------|
| • Gender equality | • Gender parity |
| • Discrimination | • Social justice |
| • Women's empowerment | • Feminism |
| • Equal rights | |

9th Standard – Reading

- Level: 9th Standard
- Skill: reading
- Timing: 50 minutes
- Materials/Annexes: text and questions
 - **SDG 5 – 9th Reading**
- Learning objectives:
 - To improve reading comprehension through a jigsaw activity
 - To analyse a real-life story and connect it to gender equality
 - To reflect on the challenges women face in different countries and compare them to their own experiences

LESSON STRUCTURE**WARM-UP ACTIVITY (5')**

The teacher divides the class into six groups of 4-5 students, depending on the class size. Each group remains the same throughout the lesson. Without giving the full text, the teacher provides only the title of the story:

“My mother’s story makes me want to help girls in Nigeria go to school”

Individually, students reflect on what the story might be about, discussing their predictions and interpretations before reading.

ACTIVITY 1 (10')

Each group is given a different part of the story to read. Students work together to understand their assigned section and prepare to summarise its key points.

ACTIVITY 2 (10')

A speaker from each group presents the main idea of their paragraph to the class. The teacher ensures that the ideas are presented out of order, so students must focus on comprehension rather than relying on sequence.

ACTIVITY 3 (5')

Groups come back together to discuss and determine the correct order of the paragraphs, structuring the full story. Each group presents their proposed sequence, and the teacher then provides the correct order.

ACTIVITY 4 (20')

Each group answers six discussion questions related to gender equality and education. Some questions require factual responses, while others ask for personal opinions. If time is limited, groups choose four questions to answer instead of six.

10th Standard – Mediation

- Level: 10th Standard
- Skill: Mediation (intralingual and written)
- Timing: 60 minutes
- Materials/Annexes: Templates
 - **SDG 5 – 10th Mediation**
- Learning objectives:
 - To summarise and rephrase information from infographics on gender equality
 - To develop critical thinking on issues related to SDG5 Gender Equality

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

The teacher introduces the topic by asking students in what situations they think women face discrimination. One by one, students write their answers on the board, listing problems women encounter in different areas of life.

ACTIVITY 1 (30')

The teacher prints and distributes different templates (each containing an infographic) among the students. These infographics, accessible via QR codes, present data and key facts about gender equality. Each student works individually to summarize, rephrase, or extract key information from their assigned infographic in writing.

ACTIVITY 2 (10')

The teacher leads a class discussion, asking students about the challenges they faced while completing the mediation task and the strategies they used. The discussion focuses on word choice, synonyms, and reformulation techniques, with the teacher providing concrete examples to illustrate effective mediation strategies.

OPTIONAL ACTIVITY (20')

Students are divided into mixed groups, ensuring that each group contains a student who worked on a different template. The teacher asks true/false questions about gender inequality, and groups have one minute per question to discuss and decide on their answers.

11th Standard - Speaking

- Level: 11th standard
- Skill: speaking
- Timing: 50-60 minutes
- Materials/Annexes: moral dilemmas
 - **SDG 5 – 11th Speaking**
- Learning objectives:
 - To analyse and discuss moral dilemmas related to gender equality.
 - To discuss and express opinions about moral dilemmas related to gender equality.
 - To evaluate biases and reflect on gender-related challenges.

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

Students are divided into groups of five. Each group receives a document containing three pictures without text. They have 3-5 minutes to discuss and write down their interpretations of what is happening in each image. The teacher guides the discussion with questions such as: *What do you think is happening in this picture?* Or *What challenges might the person in the picture be facing?*

Each group then shares one or two ideas with the class. The teacher concludes by explaining that these images represent moral dilemmas that will be explored in the next activity.

ACTIVITY 1 (45')

Students remain in their original groups and engage in discussions on three different dilemmas, each accompanied by a picture. The teacher presents the dilemmas one at a time, ensuring focus and deeper engagement (do not show the courses of action). For each dilemma, the same structure will be followed:

- They will be shown now not only the picture but also the dilemma that is posed next to it. In this way, they can check whether their prejudices about these images are true.
- After reading the dilemma, the teacher will distribute a small piece of paper to each student in the group. Each paper will contain one of the five possible courses of action given for the dilemma. This distribution can be done randomly or taking into account each student's competence as some perspectives are easier to defend. Students must read their assigned course of action privately, ensuring none of their peers know what their assigned solution is.
- The teacher will ask them to try to find a solution to this first dilemma, students must try to convince their partner that their solution is the best. Encourage your students to ask questions, challenge each other's ideas, and actively listen. After everyone has presented their arguments, each group will have to decide which course of action they believe is the best and why.
- Each group will explain their chosen course of action to the rest of the class. It is important for the teacher to show the agreements and disagreements between the groups and why they could happen.

The same process will follow for the other two dilemmas.

FOLLOW-UP ACTIVITY

Each student will write an individual reflection about the moral dilemma that they have found most interesting and why. They will create a slogan that represents the dilemma as well as say why they found the dilemma compelling, what they learned or how it made them think differently about gender equality.

12th Standard - Listening

- Level: 12th Standard
- Skill: Listening
- Timing: 50-60 minutes
- Materials/Annexes:
 - [SDG 5 – 12th – Listening 1](#)
 - Video: [Women Empowerment in India](#)
 - [SDG 5 – 12th – Listening 2](#)
- Learning objectives:
 - To identify and understand the key messages in the videos.
 - To develop critical thinking on issues related to Gender Equality.
 - To promote collaboration and discussion among students.

LESSON STRUCTURE**WARM-UP ACTIVITY (5-10')**

The teacher projects a fill-the-gaps exercise on the screen using sentences from the provided document ([SDG 5 – 12th – Listening 1](#)). After explaining the task (*“We will complete sentences about gender equality using words from the word bank”*), the teacher reads each sentence aloud, and students suggest answers in turns. Correct answers are written into the blanks on the screen, and the teacher encourages students to take notes on the vocabulary as it will be useful for later activities. Hints are provided if needed.

This quick activity introduces key terms such as “equality,” “discrimination,” and “empowerment,” preparing students for the discussions and activities in the main part of the lesson.

ACTIVITY 1 (30')

Watch the [video](#) (QR below):



The teacher pauses at key points if necessary to ensure comprehension; the transcript of the video is provided (**SDG 5 – 12th – Listening 2**). (20')

After watching, students work together to create definitions for the following terms: *Empowerment, discrimination, independence, social barriers, gender equality, opportunity, cultural norms, financial independence*. The teacher facilitates discussion to refine the definitions and connect them to real-world gender equality issues. (10')

ACTIVITY 2 (10-15 ‘)

Students are divided into small groups to discuss key questions about Madhavi Shankar’s talk:

- *What is the main message of Madhavi Shankar’s talk?*
- *How does the speaker define women’s empowerment?*
- *What examples does the speaker give to illustrate the challenges women face in India?*
- *According to the speaker, what are some of the barriers that prevent women from being empowered in India?*
- *What role does education play in women’s empowerment, according to Madhavi Shankar?*
- *How does the speaker describe the impact of women’s financial independence on their communities?*
- *Which specific story or example does the speaker share about a woman who achieved success?*

Each group discusses the questions and prepares key points to share with the class.

ACTIVITY 3 (10’)

The teacher brings all students together for a whole-class discussion, where each group shares their insights. The teacher encourages debate and comparison of different perspectives.

At the end of the discussion, the main ideas agreed upon by the class are written on the board as a summary of the lesson’s key takeaways.

CHAPTER 4 – SDG 6 - CLEAN WATER AND SANITATION

Sustainable Development Goal 6 aims to ensure the availability and sustainable management of water and sanitation for all. Access to clean water and proper sanitation is essential for the health and well-being of individuals and communities, making it a key factor in achieving development and sustainability. This goal focuses on improving water quality, reducing pollution, and enhancing water-use efficiency, while addressing challenges such as climate change, urbanization, and population growth.

SDG6 emphasizes the need for better management of water resources and infrastructure, particularly in regions facing scarcity or inadequate sanitation. Ensuring equitable access to these resources is crucial for reducing poverty, promoting public health, and preventing diseases.

This chapter examines the real-life implications of SDG6, focusing on various strategies and initiatives. It presents a diverse range of activities that address current challenges and promote sustainable water management practices in order to contribute to a more sustainable and resilient future, fostering social and economic progress and ensuring a healthier environment for future generations.

7th Standard - Speaking

- Level: 7th Standard
- Skill: speaking
- Timing: 55 minutes
- Materials/Annexes:
 - SDG 6 – 7th – Speaking 1
 - SDG 6 – 7th – Speaking 2
- Learning objectives:
 - To describe images accurately using clear and detailed language
 - To ask for and provide specific information in a conversation
 - To discuss the importance of clean water and ways to save it

LESSON STRUCTURE**ACTIVITY 1 (25')**

The teacher introduces the activity and shows a simple example of a water-related image (Annex) to the whole class (without sharing too much detail). Then, pairs are formed, and one student in each pair receives the image.

In pairs, one student describes the image to their partner without showing it (e.g., *There is a pump in the middle. A boy is filling a pot. There are trees behind them*). The partner listens and draws the scene based on the description. After the drawing is complete, the pair compares their drawing to the original image and they discuss what details were clear, what was missing, and how they could improve their descriptions.



ACTIVITY 2 (30')

Distribute the incomplete text to each pair (Text 1: *The importance of water*; SDG 6 – 7th – Speaking 2). Students individually read and attempt to fill in the blanks based on their prior knowledge (e.g., *pumps, sick, safe*). In pairs, students take turns reading the text aloud and discussing their answers. They explain why clean water is important, using vocabulary from the text and their own ideas.

Distribute the second incomplete text (Text 2: How to save water: Annex) In pairs, students discuss and fill in the blanks with their own ideas (e.g., turn off the tap, collect, protect).

Pairs present their completed text to the class, explaining how their solutions can help save water. The teacher highlights key vocabulary and ideas from the presentations.

8th Standard - Listening

- Level: 8th Standard
- Skill: Listening
- Timing: 25 minutes
- Materials/Annexes:
 - [SDG 6 – 8th – Listening 1](#)
 - [SDG 6 – 8th – Listening 2](#)
 - Videos ([song 1](#)) 
 - Video ([song 2](#)) 
- Learning objectives:
 - To improve listening comprehension by identifying missing words in song lyrics
 - To expand vocabulary related to water conservation and sanitation
 - To discuss real-life actions for improving access to clean water

LESSON STRUCTURE**WARM-UP ACTIVITY (5')**

The teacher asks true/false and multiple-choice questions ([SDG 6 – 8th – Listening 1](#)) related to SDG 6: Clean Water and Sanitation. Students respond aloud, engaging in a quick knowledge check.

ACTIVITY 1 (10')

Students receive a [worksheet with song lyrics](#) containing missing words. They listen to two songs up to three times and fill in the gaps.

- **Song 1:** *Listen Up Yo! Keep the Oceans Clean - Tommy the SudBudz Turtle*



- **Song 2:** *The Sanitation Song - Ubongo Kids African Songs*



ACTIVITY 2 (10')

Students work in pairs or groups of three to present three practical ways to improve access to clean water and sanitation in their country. The teacher supports the discussion by providing guiding questions:

- *Do the songs mention anything that we can do to solve these problems?*
- *Is there anything that we can do at home to save water?*
- *What is something that we do in our daily life that reduces pollution?*
- *Does your school carry out activities to promote access to clean water and sanitation?*
- *Have you seen/heard any advice on social media or TV about the previous subjects?*

9th Standard - Writing

- Level: 9th Standard
- Skill: writing
- Timing: 60 minutes
- Materials/Annexes:
 - [Video](#) (QR below):



- [SDG 6 – 9th – Writing 1](#)
- Learning objectives:
 - To write an opinion article about a certain topic and develop writing skills.
 - To collaborate in a group to research, organize, and present information clearly.

LESSON STRUCTURE**WARM-UP ACTIVITY (10-15')**

Students will work in six groups throughout the lesson. The teacher plays a short [video](#) introducing SDG 6, giving students an overview of the topic. After watching, students share their initial thoughts and discuss their assigned concepts in small groups.

Each group defines two key terms related to clean water and sanitation and presents their definitions to the class in one minute.

Group assignments:

- **Group 1:** clean water and safe drinking water.
- **Group 2:** sanitation and hygiene.
- **Group 3:** water scarcity and water pollution.
- **Group 4:** water conservation and efficient water management.

- **Group 5:** sanitation facilities and wastewater treatment.
- **Group 6:** infrastructure development and ecosystem protection.

ACTIVITY 1 (40’):

The goal of this activity is to create a magazine with six articles written by the students. The articles will be written in groups using the snowball technique. This technique involves each group writing a paragraph of a text and then passing the paper to another group, who will continue writing. This process is repeated as many times as the teacher decides.

1. Each group will be given an article to use as the data source for creating their own opinion article (SDG 6 – 9th – Writing 1).
2. Each group will have 3 minutes to read the assigned article.
3. After reading, they will have 7 minutes to write the introduction for their opinion article.
4. Once the 7 minutes are up, they will pass the paper to another group, who will have 7 minutes to write the next paragraph, ensuring it aligns with what has already been written. The challenge is that this group hasn’t read the original article.
5. This process will be repeated five times so that every group contributes to each article. The last group working on each article will write a conclusion to close the opinion article.

CLOSING ACTIVITY (5’):

Each group has one minute to stand up and read aloud the completed opinion article. The teacher encourages brief reflections on the writing process and how their understanding of SDG 6 has evolved.

10th Standard - Reading

- Level: 10th Standard
- Skill: reading
- Timing: 60 minutes
- Materials/Annexes:
 - SDG 6 – 10th – Reading 1
 - SDG 6 – 10th – Reading 2
- Learning objectives:
 - To understand and interpret a text through images and discussion
 - To expand vocabulary related to clean water and sanitation
 - To analyse and reflect on the ethical implications of water distribution

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

The teacher presents three pictures (SDG 6 – 10th – Reading 1) related to the story and asks students to predict the plot based on the images. After initial guesses, the teacher refines their thinking using guiding questions: *What might be happening in the village in the first picture? Why is the land so dry? What is the man in the second picture doing? What might the girl and the man be talking about in the third picture?*

ACTIVITY 1 (10')

After guessing what the story is about, some concepts should be explored together, discussing their meaning and the connection to the story. This can serve as a more accurate introduction. Some concepts may include *well, bucket, drought, resource, waste, sanitation...*

ACTIVITY 2 (30')

In four groups, the students will read a short story related to SDG 6 (SDG 6 – 10th – Reading 2). This story concludes with an unresolved question

(‘Should they punish Sahan, let him keep the water, or work together to find a solution?’), which invites the readers to write their own ending.

Once they finish reading, the students will have to decide in groups which ending they want to give to the story and represent it with three simple drawings or a more detailed one. These drawings can be accompanied by written expressions too. At the end, each group will present its picture(s), and the rest of the class will have to guess the different endings of the story.

CLOSING ACTIVITY (10’)

Considering the plot thread of the story, open a class debate with the question, ‘Who owns the water?’, where the students can share their opinions and apply them to the story and real life while listening to and learning from others, creating a comfortable classroom environment and helping everyone feel confident to participate.

Some key guiding questions are:

- *What responsibilities come with owning or sharing water resources?*
- *Is it ethical for someone with more power or better health to claim ownership of natural resources?*
- *What does it mean to “own” something? Can natural resources like water truly be owned? Why or why not?*

11th Standard - Mediation

- Level: 11th Standard
- Skill: Mediation
- Timing: 50 minutes
- Materials/Annexes:
 - YouTube videos

[Video 1.1](#)[Video 2.1](#)[Video 2.2](#)[Video 2.3](#)[Video 2.4](#)[Video 2.5](#)

- Learning objectives:
 - To understand and summarise key points from videos about SDG 6
 - To extract essential information and structure it clearly
 - To convey the main ideas of a video using reported speech

LESSON STRUCTURE**ACTIVITY 1 (20')**

The whole class (all the students) will watch a [video](#) (1.1) about the use and importance of water. Afterward, students engage in an oral discussion, commenting on the key ideas from the video. They must focus on what is presented without adding new content.

ACTIVITY 2 (15')

Students are divided into five heterogeneous groups. Each group receives a different video link ([video 2.1](#)), ([video 2.2](#)), ([video 2.3](#)), ([video 2.4](#)), ([video 2.5](#)) and watches their assigned video, with subtitles if needed. They identify key points and write them down so that they can explain them later to their classmates.

ACTIVITY 3 (15')

Each student reproduces the ideas of another classmate orally, using reported speech while staying true to the original speaker's message. For example:

Maria said that access to clean water was essential for public health.

John explained that many communities still struggle with water scarcity.

CLOSING ACTIVITY (5')

The teacher summarises the key concepts from the videos and SDG 6. Students can ask questions, discuss challenges, or share suggestions for improvement.

12th Standard - Speaking

- Level: 12th Standard
- Skill: speaking
- Timing: 40-50 minutes
- Materials/Annexes:
 - SDG 6 – 12th – Speaking 1
 - SDG 6 – 12th – Speaking 2
 - SDG 6 – 12th – Speaking 3
- Learning objectives:
 - To narrate and describe a scene based on a photograph
 - To foster creative thinking and reading comprehension through storytelling and related texts
 - To discuss real-world water issues in connection with SDG 6

LESSON STRUCTURE**WARM-UP ACTIVITY (10')**

The teacher projects these pictures (SDG 6 – 12th – Speaking 1) or distributes copies. Students observe the image and respond to guiding questions:

- *What do you see in the image?*
- *What emotions or ideas does this image convey?*
- *Can you imagine what happened just before or after this moment?*

Students brainstorm individually for 2-3 minutes, then share ideas in pairs or small groups.

ACTIVITY 1 (25-30')

1. Part A: creative storytelling (15-20 minutes)

- Students work individually or in pairs to write a short story inspired by the photograph, using a structured worksheet (SDG 6 – 12th – Speaking 2) with the following prompts:
 - Title of the story
 - Who are the characters?
 - Where and when does the story take place?
 - What challenges do communities without direct access to potable water face?
 - How does the story end?

They work individually or in pairs, taking 10-15 minutes to complete their story.

2. Part B: Story Sharing (10 minutes)

- Students read their stories to a partner or small group. Listeners ask follow-up questions to clarify or expand details, practising speaking and listening skills.

CLOSING ACTIVITY (10-15')

- The teacher distributes printed images (SDG 6 – 12th – Speaking 1) or displays them digitally, along with a related reading text (SDG 6 – 12th – Speaking 3). Students read the text silently or listen to it if read aloud.

After reading, the teacher provides 3-5 comprehension questions, such as:

- *What is the main theme of the text?*
- *What role does the setting play in the story?*
- *How does this text compare to your written story?*

Students discuss these questions in small groups or as a class, comparing their fictional narratives with the real-world themes presented in the reading.

CHAPTER 5 – SDG 10 – REDUCED INEQUALITIES

Sustainable Development Goal 10 (Reduced Inequalities) addresses the need to reduce disparities within and among countries. It focuses on ensuring equal access to resources, opportunities, and services, while eliminating all forms of discrimination. Aspects like empowering marginalized communities, addressing systemic imbalances, and promoting inclusive policies are essential to achieve this goal. By reducing these gaps, SDG 10 contributes to economic growth, social harmony, and sustainable development, paving the way for a more equitable world where everyone, regardless of their circumstances, can thrive and contribute meaningfully.

This chapter looks into the practical implications of SDG 10, proposing activities that foster equity and inclusion while highlighting its relevance in our society. Acquiring a commitment with this SDG encourages critical reflection on the value of reducing inequalities and the steps required to drive meaningful change. Building inclusive communities where critical thinking is nurtured is fundamental, and analyzing the root causes of disparities is a key step in working towards this goal.

7th Standard - Mediation

- Level: 7th Standard
- Skill: Oral mediation
- Timing: 60 minutes
- Materials/Annexes:
 - SDG 10 – 7th – Mediation 1
 - SDG 10 – 7th – Mediation 2
- Learning objectives:
 - To identify and summarise key information from a text about inequalities
 - To distinguish between essential and non-essential details in a text
 - To explain information about inequalities in a clear and simple way

LESSON STRUCTURE**WARM-UP ACTIVITY (5')**

The teacher introduces the concept of inequality, explaining its causes, consequences, and different types (e.g., gender, economic, educational).

ACTIVITY 1 (15')

Students work in pairs or trios (depending on class size) to read a short text about inequalities. Texts are either chosen by students or assigned by the teacher (provided materials).

ACTIVITY 2 (20')

In this activity, students will engage in a close reading of the provided text to analyse its key information. To support their comprehension and critical thinking, they will use a guide available in the ICT materials. This guide will help them identify and extract the most relevant concepts and ideas from the text.

The extracted information will serve as preparation for the following activity. Throughout the activity, the teacher will monitor the groups, providing support and clarification when necessary.

ACTIVITY 3 (20')

Each pair or trio presents their findings to the class. They explain the text as if their classmates were lower-level students, using simple vocabulary and clear examples to make the concepts easy to understand.

8th Standard - Speaking

- Level: 8th Standard
- Skill: Speaking
- Timing: 60 minutes
- Materials/Annexes:
 - SDG 10 – 8th – Speaking 1
 - SDG 10 – 8th – Speaking 2
 - SDG 10 – 8th – Speaking 3
- Learning objectives:
 - To ask and answer questions in interviews and surveys about inequalities
 - To express opinions on inequalities related to SDG 10 using clear speech
 - To present survey results and engage in group discussions on reducing inequalities

LESSON STRUCTURE**ACTIVITY 1 (10’): “Introducing the SDG”**

To explore in more depth why SDG 10: Reduced Inequalities is important, the teacher guides a discussion in which students respond to questions such as:

- What does “inequality” mean to you?
- Do you think everyone has the same opportunities in life?
- Can you give an example of inequality in the world or in your community?

ACTIVITY 2 (10’)

(Note: The teacher may briefly revise question structures before doing this activity.)

Each student receives a worksheet with questions called “Find Someone Who” (the questions can also be copied from a projected slide). Students

move around the classroom, asking their classmates questions using “Have you ever...?” to find someone who matches each statement.

After 5-7 minutes, the class reunites to discuss the results. The teacher encourages students to share interesting responses and reflect on what they have learned.

ACTIVITY 3 (30’)

(Note: There is an example of a survey in the materials folder. This can be useful to show the students how a survey is structured and the type of questions they can pose. There is also a pdf with some possible questions in case students run out of ideas.)

1. Survey design (15’)

Students work in small groups (3-4 students) to create a 5-question survey on inequalities. Questions can focus on economic, gender, racial, ethnic, or social inequalities.

The teacher ensures questions are well-structured, encouraging formats such as: “*Do you think...?*”, “*Have you ever...?*”, “*How often...?*”

2. Interviews (10’)

Students move around the class, interviewing their peers. They should ask questions from their survey and write down the answers.

3. Reflection (5’)

Students return to their small groups, organise the data, and extract key conclusions to share.

ACTIVITY 4 (10’): “Sharing insights”

The whole class gathers in a circle, and a representative from each group presents their survey results and conclusions.

Students contrast their findings, ask questions, and discuss different perspectives. The teacher concludes by summarising SDG 10’s importance and encouraging students to reflect on ways to reduce inequalities at school and in their community.

9th Standard - Listening

- Level: 9th Standard
- Skill: Listening
- Timing: 50-55 minutes
- Materials/Annexes:
 - SDG 10 – 9th – Listening 1
 - SDG 10 – 9th – Listening 2
- Learning objectives:
 - To understand key ideas from a listening text about inclusion and equality.
 - To explore inequalities and relate them to real-world situations.
 - To reflect on the importance of inclusion and community-building as a mean to reduce inequalities in society.

LESSON STRUCTURE**WARM-UP ACTIVITY (5-10')**

Students are divided into groups of four and asked to discuss what the following words have in common: “Money”, “Where People Live”, “Race”, “Religion”, “Sexuality and Gender” and “Disabilities”.

Guiding questions include: *“What do these words have in common? If they don’t come up with any relation between the words, you could ask other questions like: “How might they lead to unfair situations for some people?”, “Can you think of examples where people are treated unfairly because of any of these things?”*

ACTIVITY 1 (35’): LISTENING**Step 1: Listening Part 1 (5’)**

Students listen to the first part of a story about Diwali. The story is not complete, so the goal is to complete it. They will be asked to pay close attention

to the characters, the setting and the problem, as these details will help them to write the next part of the story. Play the Part 1 of the story once or twice.

It is advised to ask a few questions to assess their comprehension, such as: *Where does the story take place? What event is about to happen in the village?, What were the women and children in the village doing to prepare for the celebration?, What does Raju's mother believe is the most important thing during Diwali?....*

Step 2: Follow-up writing (10')

Students have to imagine how the story might continue. Give them this sentence starter: *"The next day, something unusual happened..."*. They should use their creativity and imagination to continue the story.

Step 3: Swap and Read (5')

Students swap their stories with a partner and read what their classmate has written.

Step 4: Listening Part 2 (5')

Play the next part of the story. As before, it can be played once or twice.

Possible questions to assess students' comprehension: *Why was the courtyard quiet after Anjali's speech?, What concerns did the merchant and the richer families express about the idea?, What message did Anjali convey about the risk of sharing and the meaning of Diwali?*

Step 5: Writing the ending (10')

Ask them to connect their partner's continuation with what they just heard. Write a conclusion that ties their ideas with the final part of the story. When they are done, the sheet will be returned to the original owner.

CONCLUSION ACTIVITY (5-10')

Once they have their original work, ask them to reflect on how the original story has changed and to reflect about this question: *"What did this story teach us about inequality and the importance of inclusion?"* They should briefly write down their reflection.

10th Standard - Writing

- Level: 10th Standard
- Skill: Writing
- Timing: 60 minutes
- Materials/Annexes:
 - SDG 10 – 10th – Writing 1
 - SDG 10 – 10th – Writing 2
 - SDG 10 – 10th – Writing 3
- Learning objectives:
 - To recognise and follow the structure of a postcard
 - To write a postcard about inequalities related to SDG 10
 - To discuss and reflect on global inequalities through writing

LESSON STRUCTURE**WARM-UP ACTIVITY (15')**

The teacher presents a postcard template, showing its main components (greeting, body, closing). As a class, students brainstorm common phrases and keywords used in postcards.

ACTIVITY 1 (45'): MAIN ACTIVITY**Step 1: Postcards from the world (20')**

Students are divided into four groups. The teacher provides each group with a postcard containing real facts about inequalities in a specific country: Brazil, Nepal, Bangladesh, and Vietnam. Students must guess the country or at least the continent, from which this information comes by jointly discussing their thoughts. When each group has an answer, they have to defend their decision in front of the class by relating it to the mentioned inequalities.

Step 2: Postcard writing activity (25')

Students individually write a postcard to their future selves. They must write about the changes they expect to occur in terms of inequalities in their country by 2030, the year of the agenda. Each student will receive a blank postcard to write their message, along with an example. Once completed, students will place their postcards inside a time capsule, which will be buried underground until they finish their high school journey. Later, students will read the postcards and reflect on the changes that have occurred during that period of time.

11th Standard - Reading

- Level: 11th Standard
- Skill: Reading
- Timing: 55 minutes
- Materials/Annexes:
 - SDG 10 – 11th – Reading 1
 - SDG 10 – 11th – Reading 2
 - SDG 10 – 11th – Reading 3
- Learning objectives:
 - To identify and connect key information from different reading materials
 - To analyse inequalities in literary extracts
 - To interpret the author's message and its connection to SDG 10

LESSON STRUCTURE**ACTIVITY 1 (10')**

Students work in groups of 4-5. The teacher gives each group mixed flashcards containing book covers, plot summaries, and author biographies. They must read and match the correct biography, summary, and book cover, discussing their choices within their group. Once they have made their decisions, they interact with other groups to verify or adjust their matches based on shared insights.

ACTIVITY 2 (25')

Each group receives a short extract from a novel and must read and analyse it critically. They begin by predicting what might happen next, considering the plot and character development. Then, they identify and discuss the inequalities presented in the text and reflect on what the author is criticising. To structure their thoughts, students complete a worksheet where they record the author's message, the inequalities present, and any significant observations. Through discussion, they refine their understanding and deepen their engagement with the text.

ACTIVITY 3 (15’): Group reflection

Each group presents their findings to the class, summarising the novel’s main themes and explaining the inequalities explored in their extract. They share their predictions on how the story might continue and justify their interpretations of the author’s message. After presenting, they engage in a class discussion where other groups ask questions or provide additional perspectives, fostering a collaborative analysis of the texts.

OPTIONAL ACTIVITY

Students can explore the book reviews and author interviews available in the ICT materials to compare their interpretations with critical perspectives. If interested, they may watch an adaptation, such as “White Tiger” on Netflix, to further explore the novel’s themes.

12th Standard - Mediation

- Level: 12th Standard
- Skill: Mediation
- Timing: 60 minutes
- Materials/Annexes:
 - SDG 10 – 12th – Mediation 1
 - SDG 10 – 12th – Mediation 2
- Learning objectives:
 - To improve the ability to transmit information to another person in an appropriate language.
 - To foment the knowledge about SDG 10 (Reduced Inequalities).

LESSON STRUCTURE**WARM-UP ACTIVITY (5'): Introduction**

The teacher introduces the activity by reading the instructions aloud to the class. After reading, they emphasise the following rules:

- Students cannot give personal opinions.
- They must use their own words.
- They cannot add extra information.

Students will work in pairs to complete the task. The teacher provides context by reading the scenario:

“Tomorrow, you will meet a UN responsible to speak about the inequalities in your country, on the inside and with other countries. He does not know well the Indian context. Luckily, you went to a conference yesterday. With your own words, summarize the main ideas of the conference. Use formal language to present the main facts.

Write a well-structured text of 100-120 words. Use precise and appropriate language and do not copy structures from the text (group of words, sentences...). Be careful not to give your own opinion but to summarize the information of the text in the required form.”

ACTIVITY 1 (10’): Audio listening

The teacher distributes a table for students to complete while listening to the audio. The audio is played twice:

- First time: students listen without interruptions, focusing on general understanding.
- Second time: the teacher pauses at key moments to allow students to take detailed notes.

ACTIVITY 2 (45’): Text writing

Using the notes previously taken during the two repetitions of the audio, students will now write a 100-120 word text that conveys the information from the audio using their own words. They must ensure their summary is clear, structured, and follows the given guidelines.

The teacher will monitor the writing process, providing support if needed. Once finished, students will review their text to check for clarity and coherence before submitting the final version for assessment.



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**UNIVERSIDAD
DE BURGOS**

**Servicio de Publicaciones e
Imagen Institucional**

ISBN 979-13-87585-11-2



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