



## Course Overview

### Grade 7

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<b>Overview</b>	
<b>Learning Goal</b>	
Having studied their role in their communities and the world at large, students will now start to conceptualize themselves as changemakers. By learning from their peers and other members of the community, students will begin to make plans for how they can make the world around them a better place.	
<b>Lesson Scaffold</b>	
<b>Lesson 1</b>	What SDG-related problems exist in my own country?
<b>Lesson 2</b>	How have other people solved these problems?
<b>Lesson 3</b>	How can I learn from other changemakers?
<b>Lesson 4</b>	What I have learned from other changemakers?
<b>Lesson 5</b>	What can we do now?
<b>Learning Objectives</b>	
<ul style="list-style-type: none"><li>• Students will practice research methods such as interviewing, analyzing information, and presenting findings.</li><li>• Students will work in teams to creatively solve problems.</li><li>• Students will exercise leadership, empathy, and agency.</li></ul>	



## Grade 7 Lesson 1

“What SDG-related problems exist in my own country?”

**Time Frame:** 60 minutes

**Subjects:** Social Studies, Science, Agriculture

**Standards:** Lesson can be applicable to all 17 SDGs, depending on the issues the students see in their community contexts.

**Designed by:** Kara Howard

**Summary and Rationale:** This lesson aims to situate the SDGs into the lived experiences of students. Students will begin to perceive the problems they see in their communities within broader global problems.

**Instructional Goals:** Students will develop competencies that allow them to...

- Understand the rights of all humans to lead happy, healthy, and productive lives regardless of gender, age, disability, etc.
- Recognize and appreciate the interdependence of all people, living things, and the planet.
- Be aware of the scarcity of water, energy, and food.
- Forge an ethical orientation towards our natural resources and all other forms of life — on land and water — and understand our responsibility to preserve/conservate our planet for sustainability.
- Analyze and researching solutions to problems (water, energy, and food) from the perspectives of different roles, such as consumers, businesses, scientists, policy makers, researchers, retailers, media, and development cooperation agencies, among others.
- Believe that improvements can be made through growth mindset.

**Understanding Goals:** Students will be able to see a connection between the problems their communities face and the larger global issues that the SDGs are aiming to address.

**Essential Questions:**

- What are the enduring problems we see in our community?
- How do these problems fit within a broader global framework?
- Why do you think these problems exist in our society and in the world?

**Student Learning Objectives (Students will be able to):**

- Identify salient problems in their communities
- Connect these problems to those addressed by the SDGs
- Discuss why these problems exist in their communities



## Assessment:

- Teacher will do informal assessments to ensure that students are thinking critically about the problems they brainstorm, directly giving the evidence they see of the problem, and why they think the problem exists in their community.
- If the teacher thinks a formal assessment is necessary, they could do an assessment where students are asked to connect their brainstormed problems to the SDGs.

## Sequence of Activities:

- **Introduction:** Teacher will introduce the Sustainable Development goals to students. Teacher will explain that the goals we set to determine an agenda for where to focus efforts to improve our world by 2030. Teacher will write the 17 goals down and ask students to discuss whether they think these goals are important:
  - No Poverty
  - Industry, Innovation, and Infrastructure
  - Zero Hunger
  - Reduced Inequalities
  - Good Health and Well-Being
  - Sustainable Cities and Communities
  - Quality Education
  - Responsible Consumption and Production
  - Gender Equality
  - Climate Action
  - Clean Water and Sanitation
  - Life Below Water
  - Partnerships for the Goals
  - Affordable and Clean Energy
  - Life on Land
  - Decent Work and Economic Growth
  - Peace, Justice and Strong Institutions
- **Activities:**
  - With these goals in mind, students will break into small groups to discuss the problems they see in their own communities. Students should create lists of the problems they've identified along with the evidence they see that the problem exists.
  - Students should also begin to develop a theory for why they think the problem exists in their community. Teacher should rotate between the groups assisting in



developing their problem theories and helping them make connections to the SDGs.

- **Conclusion:** The small groups of students should then present their list of problems to the larger class. If time permits, the students can then discuss as a large group the problems they feel are most pressing to them.



## Grade 7 Lesson 2

“Research People in the Community who are Changemakers”

**Time Frame:** 60 minutes

**Subjects:** Social Studies, ELA

**Standards:** Lesson can be applicable to all 17 SDGs, depending on the issues the students see in their community contexts.

**Designed by:** Chloé Suberville

**Summary and Rationale:** This lesson aims to make students identify people in their community who are already making strides towards change in the problems they identified in the previous lesson.

**Instructional Goal:** Students will have made a list of people they know or have heard about in their communities who have made change in their community so that they have role models to interview, as a foundational step towards becoming agents of change in their own towns, state, country.

**Understanding Goal:** Students will be able to understand what makes a person a changemaker and link that idea to people in their community.

### Essential Questions:

- What makes people agents of change?
- How do we know the type of change that they are making?
- Who are agents of change we know from around the world?
- What about in our communities?

### Students will be able to:

- Understand what makes someone an agent of change
- Know what types of change an individual could be working on
- Look at people in their lives and identify the type of change they are striving for, on a small and large scale

**Assessment:** Students have successfully identified at least one person in the community whom they will contact and interview in order to identify as agents of change in their community.

### Sequence of Activities:





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- Remind students that an agent of change can look a lot of different ways. Think about the previous lesson and the ways in which we identified the problems in our community. Tell the students we will be thinking of agents of change in the world but also in our communities so that we can contact them and use them as role models.
- Students will turn and talk to a partner about a time when they have seen people in their community be agents of change, and react in an admirable way in certain situations. The teacher should walk around as students are talking and take notes on a few common themes that are being discussed. Bring the class together and have a few partners share what they discussed. Talk about the different themes that you have observed and tie them into the new themes students discussed with the class.
- Give students the attached graphic organizer and tell them to fill it out using someone they personally know (not a celebrity, but someone in their life).
- Students could take the graphic organizer home and talk through the answers with a role model, or someone they think might be an agent of change in their community so that they can start thinking about this with them.
- In class, students can work in groups of 3 and discuss their answers. Other students should give feedback: tell them what is great with their graphic organizer and what they could do to improve it.
- After the graphic organizer has been completed, students will write a descriptive piece using the information they collected with the graphic organizer. Then, they can get back with their groups of 3 and have partners offer suggestions.
- Place the final drafts around the room and have students read each other's work. Bring the classroom together to discuss these questions:
  - What themes repeatedly came up in your classmates' writing?
  - What are some similarities between the personal change agents your classmates described and the historical figures you know about?
  - What are some differences?
  - What did you learn from this activity about what motivates people to work for change and how they go about doing it?

## Resources for Teachers:

- Role Model Graphic Organizer: <http://tiny.cc/G7L2R1>
- Change Agents in Our Own Lives: <http://tiny.cc/G7L2R2>



## Grade 7 Lesson 3

### “Interviewing and Asking Questions”

**Time Frame:** 60 minutes

**Subjects:** Social Studies, Civic Education

**Standards:** Peace, Justice, and Strong Institutions (SDG 16). Other goals could be included, depending on the specific interest of the students and the community they live in.

**Designed by:** Nicolás Buchbinder

**Summary and Rationale:** Students will learn about how to conduct an interview aiming to conduct their own interviews to changemakers in their communities.

**Instructional Goal:** Students will address how to conduct an interview to obtain valuable information on how to change society.

#### Understanding Goals:

- Students will learn to interview a changemaker in their communities as part of the process of understanding how people make change in society.
- Students will focus in this class on what questions to ask and how to perform an interview.

#### Essential Questions:

- What are important questions to ask a changemaker in my community?
- How do I prioritize important questions?

#### Student Learning Objectives (Students will be able to):

- Engage in thinking questions to ask changemakers in their community
- Practice and get feedback on how to do an interview
- Create a protocol for an interview

**Assessment:** Teacher will encourage participation as an informal way of assessing every student; teacher will collect the protocols created by students.

#### Sequence of Activities:

- **Opener (5 minutes):**
  - Teacher will ask students to remember the activities performed in the last class and bring different community actors identified as changemakers.
- **Contacting the Interviewee (10 minutes):**





- Teacher should ask the entire group of students how would they contact a changemaker. They will go to different ways of doing that: emails, telephone or personal contact, etc.
- The class will agree on the best way to contact the interviewees for the project.
- **The Questions (15 minutes):**
  - Teacher will divide the students into different groups. Each of them will think 10 questions they want to ask to changemakers in their communities.
  - After that, the class as a whole will debrief different important questions and teacher will organize those in different important categories:
    - Personal background of the interviewee
    - Area of concern
    - Mobilizing efforts
    - Obstacles for social change
    - Results of activities
    - etc.
- **Interview Practice (20 minutes):**
  - Teacher will simulate to be an interviewee and choose a couple of students to interview them. They will go through some questions agreed in the previous activity.
  - After 5 minutes, the class will debrief on that experience, and talk about dividing roles in the interview and preparation materials (notes, recording, listening carefully, follow-up questions).
  - After that, teacher will choose other two students and will perform again, this time acting as a “hostile” interviewee (one that does not talk much, talks about something different than the questions asked, etc.)
  - After 5 minutes, teacher will warn the students about the possibility of having this kind of interviewee.
- **Creating the Protocol (10 minutes):**
  - Students will use the final 10 minutes of the class to create a protocol for the interview, in which they state who they are, why are they doing the interview, ask for permission to record, and select 6-8 important questions to ask.

#### Resources for Teachers:

- Journalism, Good Questions to Ask a Reporter: <http://tiny.cc/G7L3R1>
- Sample Interview Protocol: <http://tiny.cc/G7L3R2>
- Semi-Structured Interview Protocol: <http://tiny.cc/G7L3R3>



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- How to Conduct a Journalistic Interview: <http://tiny.cc/G7L3R4>



## Grade 7 Lesson 4

“What Makes a Changemaker? Learning from Leaders of Change”

**Time Frame:** 60 minutes

**Subjects:** Social Studies, Civics, Reading, Language Arts

**Standards:** Lesson can be applicable to all 17 SDGs, depending on the issues the students see in their community contexts.

**Designed by:** Tatiana Shevchenko

**Summary and Rationale:** This lesson aims to help students better understand the characteristics of changemakers by reviewing their findings after having conducted interviews with changemakers.

### Instructional Goals:

- Students will use higher-level analytical thinking to understand the character traits of change agents and to compare and contrast them with their own character traits, thus understanding that they too can become change agents.
- Students will use sketchnoting as a visual means to depict, organize and analyze information from interviews.
- Students will build a class Venn diagram to make comparisons and connections among their interviewees and each other in order to better understand and communicate what they learned after conducting interviews.

### Understanding Goals:

- After conducting interviews, students will share their findings with the class.
- Students will learn about the different types of changemakers, their personality traits, and their biographical information.
- Students will analyze what it takes to become a changemaker and will examine what impact one person can have on the lives of others. Likewise, students will understand that they too can become changemakers.

### Essential Questions:

- Who are the people who create change?
- What are the character traits of these people?
- How are they similar and different?
- What inspires people to take action?
- What are the types of actions a changemaker can take?
- How does the scope of action differ?
- What are the challenges that these people face?



- How can the actions of an individual have a big impact on their communities/the world?
- What and how can we learn by studying the lives of others?
- How can we become changemakers ourselves?

### **Student Learning Objectives (Students will be able to):**

- Develop an understanding of what it takes to be a changemaker and how changemaker character traits might be similar or different from their own.
- Understand that they too can become changemakers.
- Speak clearly and succinctly describing their findings from interviews.
- Use the sketchnote technique to organize and analyze their learnings and to combine them with others.
- Listen to their peers and look for similarities and differences in findings.
- Work on small and large teams to achieve a common task.
- Develop creative ways to depict and share a lot of information in a condensed and succinct way.

### **Assessment:** Students will be assessed based on:

- Their participation in the storytelling
- Organizing information on the sketchnote poster
- Presenting
- Partaking in the class Venn diagram activity.

*Active participation will require students to share their ideas, listen to the ideas of others, and contribute to the class discussion.*

### **Sequence of Activities:**

- **Introduction (5 minutes):**
  - The instructor splits students into groups of 3. Students have conducted interviews with changemakers and are ready to present their findings.
  - Students are given instructions to present their interviews to each other within their small groups. As they present, they are instructed to compare and contrast their changemakers.
  - Students work as a group to depict their findings on a poster using sketchnotes and are then told that after the small groups have completed their presentations to each other, the class will work together to create a changemaker Venn diagram where the class will analyze how the characteristics of changemakers compare to the characteristics of seventh-grade students.



- **Sharing and Sketchnotes (20 minutes):** In groups of 3, students work to present their interviewee. Students are tasked with creating a sketchnote poster to depict their change agents' experiences. Once groups complete their posters, they put them up around the classroom.
- **Poster Presentation (10 minutes):** Each team (3 people per team based on class of 30 people) take 1 minute to presents their poster, highlighting the main takeaways from their group discussion.
- **Class Venn Diagram (20 minutes):** Students work together to create a large class venn diagram which depicts (by comparing and contrasting) the characteristics of the change agents interviewed by students and the characteristics of students in their class.
  - **Examples of people who might be included in the Venn diagram:**
    - Are the first to take action
    - Sometimes have to overcome adversity
    - Experience resistance initially
    - Develop their ideas
    - Rally people around their beliefs
    - Hold firm beliefs
  - **Examples of people who might be included in the overlap part of the diagram:**
    - Are energetic
    - Are optimistic
    - Are ambitious
    - Are a part of a community
    - Have dreams
    - Have the ability to learn new things and organize ideas
  - **Examples of people who might be included in the seventh-graders' side of the diagram:**
    - Are dependent on their guardians
    - Don't always have the right resources (money, time)
    - Cannot easily have influence over adults who often make decisions
- **Conclusion (5 minutes):** The teacher points out that changemakers and their causes might seem all very different, but that they have many overlapping characteristics with each other, as well as with the class. The instructor also points out that the characteristics



of the class that are different from changemakers are those that can be learned and developed. The teacher asks students to reflect on this before next class.

### Resources for Students:

- Students will need pens and poster paper; additional stationary material could be provided (glue, scissors, magazines for picture cutouts, glitter, ribbons, etc.)
- If students used video recording devices (cameras, phones, computers) to collect and share interview, those devices need to be available in class.

### Resources for Teachers:

- Changemakers Lesson Plan: <http://tiny.cc/G7L4R1>
- Venn Diagram Templates: <http://tiny.cc/G7L4R2>
- Sketchnote Strategies: <http://tiny.cc/G7L4R3>
- Sketchnotes: <http://tiny.cc/G7L4R4>





## Grade 7 Lesson 5

### “Looking Toward Future Change”

**Time Frame:** 60 minutes

**Subjects:** Social Studies, Science

**Standards:** Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16); Partnerships for the Goals (SDG 17)

**Designed by:** Katherine Kinnaird

#### Summary and Rationale:

- Based on the interviews they have completed and their class presentations, students will explore ways that they themselves can become changemakers in their communities and the world.
- At this crucial point in their education, they will learn how to apply the skills they have already developed to their future studies and lives.

#### Instructional Goals:

- Students will learn how to identify an important social issue and work with other students to construct a systematic plan to resolve that issue in the future.
  - In social studies, they will develop an understanding of social justice issues.
  - In science, they will use the scientific method to define a problem, do research about it, hypothesize a solution, test their solution, analyze the results, refine the solution, and share an action plan with the class.

#### Understanding Goals:

- Students will understand the importance of working together to create change.
- Students will develop collaboration, research, analytical, and communication skills.
- Students will experience the challenges and rewards that accompany the work of social reform.

#### Essential Questions:

- What issues does my community face?
- What issues does the world face?
- Are they the same as those in my community?
- How are all of these social issues connected with one another?
- Which of my classmates researched each issue?
- With whom can I work to create change?

#### Student Learning Objectives (Students will be able to):



- Work and communicate effectively with their classmates
- Express their ideas about important social issues
- Think critically about how to resolve social issues
- Creatively and scientifically develop social action plans

**Assessment:** International Baccalaureate (IB) system's Approaches to Learning (ATL) framework for the Middle Years Program (MYP):

- **Novice/Beginning (N)** — Students are beginning to understand the research and collaboration process, but do not take an active role in developing a social action plan.
- **Learner/Developing (L)** — Students work with others and participate in creating a social action plan with constant guidance from the teacher.
- **Practitioner/Using (P)** — Students work well in their groups and confidently present their group's social action plan to the rest of the class.
- **Expert/Sharing (E)** — Students are leaders in their groups and help struggling students. They confidently share their social action plan and its future significance with the class.

### Sequence of Activities:

- **Opening Activity:**
  - Students brainstorm all of the social issues that they researched in their interviews. They make one list about the issues facing their community and another about the issues facing the world.
  - Students identify where the issues facing their community and the world overlap. Based on their analysis of the key issues, students divide themselves into groups to address one problem.
  - Note: it is important that students divide themselves into groups, rather than the teacher, because they need to learn to make analytical connections between their interview research topics and their classmates' topics. Once students divide themselves, the teacher can verify their groups and make any necessary adjustments.
- **Main Activity:** As a group, students use the scientific method to define the problem they are going to address, share their thoughts about the problem based on their interview research, hypothesize a solution to the problem, brainstorm the problems and successes that might emerge with that solution, refine their solution, and develop an action plan.



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- **Closing Activity:** Students share their thought process and final action plan with the class.

## Resources for Students:

- Steps of the Scientific Method: <http://tiny.cc/G7L5R1>

## Resources for Teachers:

- Global Issues: <http://tiny.cc/G7L5R2>