

LESSON FOUR

For Educators

SUSTAINABLE
DEVELOPMENT
GOAL #4,
QUALITY
EDUCATION



4 QUALITY
EDUCATION



Providing quality
education for all is
fundamental to creating a
peaceful and prosperous
world

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Lesson 4: Sustainable Development Goal #4: Quality Education

Student Handout

Module Driving Question: Lessons 4, 5, and 6

- How do societies become more equitable and inclusive by providing access to economic, social, and political resources?

Lesson Driving Questions:

- How can societies address barriers to education and provide high quality schooling for all citizens?
- How do educational opportunities differ across societies and why does this matter?

Learning Targets: I Can:

- I can reflect and explain why access to quality education is important to people's lives.
- I can select and use resources to identify the barriers some students face in accessing education in different places.
- I can identify opportunities to take action to support access to quality educational opportunities for students in local or global contexts.
- I can explain why the inclusion of culturally diverse backgrounds, experiences, and stories in schools is an important component of a quality education.

Purpose:

In this lesson, you will explore United Nations Sustainable Development Goal #4: Quality Education. You will learn that access to a high quality education is an essential human right and has an impact on one's life. Through various activities such as video clips, personal stories, and research, you will examine some of the barriers (economic, political, and social/cultural) faced by youth in different contexts. You will also analyze the importance of the *Universal Declaration of Human Rights* Article #26, which explains specific rights to education. Working collaboratively, you will develop a proposal for achieving greater access to quality education in a local or global community. As part of this activity, you will consider what you have learned about the impact of education on people's lives and describe how your proposal would advance efforts to reach the targets of SDG #4.

Lesson Vocabulary:

Human rights, literacy, educational justice, cultural diversity, vocational education, gender equality, inclusive, equitable, primary education, secondary education, entrepreneurship, out-of-school children

Lesson Steps:

1. **Learn** about **SDG #4: Quality Education** by reflecting on a quote, a UN graphic on SDG #4, and [video clips](#)
2. **Reflect** and **brainstorm** what you know about the educational barriers some youth face locally, nationally, and globally. **Think about** how you might address these barriers.
3. **Learn** about the Universal Declaration of Human Rights and analyze the purpose and intention behind [Article 26](#) (Right to an Education):
Watch this [brief video](#) and discuss it as a class.
4. **Evaluate** and **discuss** the 10 Target Goals of SDG #4. As you examine the 10 targets, choose three that you think are the most important and discuss in small groups. Explain why you think those three are the most important by writing a cause and effect statement.

5. In pairs or small groups, **research** a specific place in the world that has been impacted by a lack of educational opportunities, resources, or other barriers. (These could be local, national, or global contexts - see suggestions from your teacher). Take notes using the **graphic organizer** provided and begin discussing ideas for taking action on these challenges. Use data as part of your research and to support your findings.
6. **Create a video** (you use Flip or another video program/device) **or single-page website** that gives an overview of your research findings. In your video or website, include an **explanation of one** or more steps that could be taken to address the educational challenges in your context and why this matters.
7. **Share your video or website** with the rest of the class. Then, as a class, **analyze** and **discuss** your findings and steps that could be taken to achieve one or more of the goals of SDG #4.
8. **Take action** by participating in **UNICEF's "Flip the Script"** Project for World Children's Day (November 20, 2023. Check for updated dates). In this activity, you have the opportunity to be an advocate for every child by creating your own mini-lesson plan that promotes inclusive and quality teaching. For more information, check out this [link](#) and discuss with your teacher
9. **Apply** what you have learned about education change by completing one of the **projects** identified by your teacher.

Teacher Preparation Notes

Pacing and Strategy The following outline provides a guide for teaching this lesson including approximate times (may vary), teaching strategies, suggested information for teacher created slides, and options for additional enrichment activities/summative assessments can be found at the end of the modules. This particular curriculum model was designed with teaching and learning strategies that could be adapted for in-person or virtual learning..

Lesson Timing: 150 minutes (approximate)

Standards

Content	Standard
WA Social Studies	<p>SSS1.6-8.1: Analyze positions and evidence supporting an issue or an event.</p> <p>SSS3.6-8.1: Engage in discussion, analyzing multiple viewpoints on public issues.</p> <p>SEL Standard 4: Benchmark 4A: Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.</p>
WA World Language	<p>1.0 Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>3.0 Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
C3 Framework	<p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>

Lesson Resources

For Students	For Educators	Materials
<ul style="list-style-type: none">• Universal Declaration of Human Rights Link.• Research Graphic Organizer• Instructions for Video or Website Activity	<ul style="list-style-type: none">• Lesson Four Slides• Research Graphic Organizer• Instructions for Video or Website Activity	<ul style="list-style-type: none">• Class Notebook• Research Graphic Organizer• Instructions for Video or Website Activity.

Lesson Overview

In this lesson, students will explore United Nations Sustainable Development Goal #4: Quality Education. They will learn that access to a high quality education is an essential human right and has an impact on one's life. Through various activities such as video clips, personal stories, and research, students will examine some of the barriers (economic, political, and social/cultural) faced by youth in different contexts. They will also analyze the importance of the *Universal Declaration of Human Rights* Article #26, which explains specific rights to education. Working collaboratively, students will develop a proposal for achieving greater access to quality education in a local or global community. As part of this activity, students will consider what they have learned about the impact of education on people's lives and describe steps that would advance efforts to reach the targets of SDG #4.

Teacher Preparation

For Step 1: For context and background information, examine the UN website on [Sustainable Development Goal #4](#). Please take a look at the targets and indicators for specific goals expressed by the UN to promote inclusive and equitable quality education.

For this warm-up activity, ask students to describe orally or in their notebook what they think of the goal's purpose "Ensure inclusive and equitable education and promote life-long learning for all" (UN, SDG #4). Questions to consider asking: What does inclusive and equitable mean? What does it mean to promote life-long learning for all? Does this include youth and adults?

Here is an [additional or alternative quote](#) from the UN you could use for discussion: Providing quality education for all is fundamental to creating a peaceful and prosperous world. Education gives people the knowledge and skills they need to stay healthy, get jobs and foster tolerance."

Show the [UN graphic on SDG #4](#) and ask students to reflect on what they see. How does this graphic relate or connect with the class discussion on the purpose of SDG#4?

Watch the two video clips and be prepared to discuss those in class with students. You may also ask your students if they have heard of Malala (there will be some who know about her story) and what they know about efforts to support gender equality around the world in education.

Check out this link for [Additional background information and resources](#)

For Step 2: Prepare to lead a discussion about the barriers some youth face in accessing inclusive and equitable quality education. For example, barriers could include gender discrimination, economic, lack of resources, conflict, basic needs (sanitation, drinking water, etc.).

For Step 3: Examine the purpose and origin of the *Universal Declaration of Human Rights*. Next, look at Article 26, which specifies the right to an education for all people. You may ask students if they have heard of the Universal

Declaration of Human Rights and what rights it contains. Therefore, review the other rights and how some of them may also be connected to education. Watch the [brief video](#) suggested so that you can show/discuss the clip with students.

For Step 4: For this part of the lesson, have students consider how their analysis and discussion of Article 26 connects to these SDG #4 Targets. Review these in advance and break students into pairs or small groups to discuss the 10 (this can be provided digitally or in a handout). Have each group choose 3 of the 10 targets they would focus on as most important (or as a priority). Have students collectively write a cause and effect statement that illustrates the importance of each of the 3 goals they chose. Discuss their cause and effect statements as a class.

For Step 5: This activity will build on the previous steps. In pairs or small groups of 3 or 4, have students select a specific place that has been impacted by lack of educational opportunities, resources, or other barriers. These contexts could be local, national, or global contexts - see suggestions in the detailed lesson below). Have students take notes using the **graphic organizer** provided and begin discussing ideas for taking action on these challenges. Encourage students to use data as part of their research and to support their findings.

For Step 6: Prepare students to apply what they have gathered in their research. They will have two options to convey what they have learned: A video (use Flip or another video method) or a single-page website (could use Wix or another platform). In the video or website, have students provide an explanation of one or more of the steps that could be taken to address the challenges of education in their context and why this matters (how will this make a positive impact on society, especially youth?).

For Step 7: Students will be preparing to share their work with the rest of the class. Prepare by thinking about what comparisons and points you would like to make during class discussion.

For Step 8: Discuss with students different ways to take action on SDG #4. Take a look at UNICEF's "Flip the Script" Project for World Children's Day (November 20, 2023) - Check for updates. You can find information about this [here](#). Brainstorm with students other ways they can take action locally and globally.

For Step 9: If you are going to assign one of the summative activities, review the options and see what options you would like to make available to students.

Lesson Plan in Detail

Step One: Introduction and Brainstorming/Reflection Activity: 5-7 minutes

Purpose: Students are asked to describe orally or in their notebook what they think of the goal's purpose "Ensure inclusive and equitable education and promote life-long learning for all" (UN, SDG #4). Questions to consider asking: What does inclusive and equitable mean? What does it mean to promote life-long learning for all? Does this include youth and adults?

Slide 1: Includes the quote and the follow-up questions. Be prepared to share your answer with a partner and the class.

Additional Warm-Up Activities:

- Show the UN graphic for SDG #4 and ask them what they notice and how this relates to their previous discussion.
- Explain to students they will be watching one or more video clips to give them greater context/background for SDG #4. Students after watching the videos, discuss student reactions and continue building background knowledge and perspectives on the topic/issue.

Step Two: Barriers to Education: 10 minutes

Purpose: Students will be identifying and discussing some of the barriers that students face in accessing inclusive and equitable quality education. See teacher preparation notes for examples. The purpose of this activity is to get students thinking about the various challenges students face and why.

Slide 2: Prepare your slide to include the prompt above.

Step Three: Universal Declaration of Human Rights: 10 minutes

Purpose: Students will examine the Universal Declaration of Human Rights as it applies to Article 26 (access to education). This will give students some context as to a global standard that identifies the right to an education.

Slide 3: Provide a link to the Universal Declaration of Human Rights: Students will examine the introduction and Article 26: What does this article state about the right to an education? Ask students to think about why this exists (if not previously discussed).

Step Four: Analyzing Quality Education: Looking at Target Goals: 10 minutes

Purpose: Students will be examining the ten target goals identified by the UN in SDG #4. The purpose of this activity is to get students thinking about the specific goals the UN has selected, potential measurement criteria, and why they matter to achieving educational access and quality. Students will be writing cause and effect statements based on their selection of 3 of the 10 targets.

Slide 4: Provide the directions for students to examine the SDG #4 Targets.

Step Five: Mini-Research Activity: Quality Education in a Specific Context: 25-30 minutes

Purpose: Introduce students to their research activity by providing them with instructions and overview. Provide students with possible contexts (local or global) that students could investigate as part of this activity. Suggestions could include Iran, Mexico, United States, Russia, Romania, China, South Africa, Ukraine, Nigeria, Jordan, Cambodia, etc. If students want to choose a local context, they could select an individual community or state.

Slide 5: Provide the directions for students in this slide or provide the handout provided for students to complete their research.

Step Six: Create Your Video or Website Activity: 30 minutes (times could vary)

Purpose: Students will have the opportunity to apply and convey their learning in a meaningful way through a video or single-page website. This activity allows students to work collaboratively, creatively, and to use critical thinking skills on an important global issue: quality education for all. Students will use their research and convey their conclusions through one of these modalities.

Slide 6: Provide instructions for student sharing of their research and how to make an effective video or single-page website. There are many different sources you can utilize to do a video (such as Flip) or website (Wix). Highlight with students the importance of communication skills and recognizing diverse perspectives.

Step Seven: Share Your Video or Website: 25 minutes

Purpose: Students will share and discuss their design and implementation plans with the rest of the class. This provides an opportunity for students to communicate their ideas and consider other ideas and perspectives. It also allows students to ask and answer questions as they relate their project to the goals of SDG #4.

Slide 7: Instructions and expectations for sharing student videos and/or website

Step Eight: Take Action Opportunity: 10 minutes

Purpose: This is an opportunity for students to apply their learning in a “take-action” step. This is a program sponsored by UNICEF that allows students to create an ideal lesson that from their perspective is of high quality, inclusive, and characterizes the importance of education.

Slide 8: Provide expectations/instructions for presentations. You may include clarification on what you would like students to think about as they listen to each presentation.

Step Nine: Summative Assessments: Time Will Vary

Purpose: There are different summative assessment options that allow students to demonstrate their learning in an innovative way. Students can choose from one of the project-based assessments identified in the appendix of this document. Explore further with the option below:

Optional: Slide 9: Give an overview of the summative assessments opportunities (project-based learning). One of the options could be to connect SDG #4 to a local context. Ask students what they would do to make their school community more inclusive and equitable. What would they propose to create a classroom and school environment that respects cultural diversity, promotes gender equality, and quality learning experiences?

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Translations by:

Larisa Shuvalova
Iryna Novachuk
Inna Shynshyn
Nathan Marks
Brandon Severance
Otilia Baraboi
Ileana Marin
Alexey Kuznetsov
Pedro Lopez-Chaves

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