

LESSON FIVE

For Educators

SUSTAINABLE
DEVELOPMENT
GOAL #16, PEACE,
JUSTICE, &
STRONG
INSTITUTIONS

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



Promote just,
peaceful and
inclusive societies



IMAGE BY
ISTOCK

Lesson 5: Sustainable Development Goal #16: Peace, Justice, and Strong Institutions

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 communities create peaceful, inclusive, and effective, accountable institutions at all levels of society (local, national, global) for sustainable development?
- How can individuals and communities ensure that everyone has access to equal justice in society?

Learning Targets: I Can:

- Identify and explain key characteristics of peaceful, just, and inclusive societies.
- Identify and reflect on universal human rights and how they support the development of strong institutions.
- Define the rule of law and explain why justice in a society matters for all people.

Purpose:

In this lesson, you will learn about United Nations Sustainable Development Goal #16: Peace, Justice, and Strong Institutions. You will engage in a series of individual and collaborative learning activities that ask you to reflect on the concepts, peace and justice, and how they are important to creating stable and inclusive societies. You will work collaboratively to assess how societies can enhance civic engagement, representative decision-making, and protect individual and collective freedoms. You will discuss how to create partnerships and cultivate relationships that result in community building. In addition, you will identify and describe the characteristics associated with the rule of law and examine specific case studies that highlight the progress and challenges nations face on this issue. Finally, you will evaluate the role of citizens and government leaders to effectively address social and political issues, including action steps that can be taken to support peaceful and inclusive communities.

Lesson Vocabulary:

Human rights, rule of law, rule by law, justice, institution, cultural diversity, gender equality, inclusive, equitable, corruption, transparency, peacekeeping, democracy, authoritarian, international organization (IO).

Lesson Steps:

1. Learn about SDG #16: Peace, Justice, and Strong Institutions by reflecting on a brainstorming question.
2. **Identify** and **reflect** on the following question: What is the difference between the “**Rule OF Law**” and “**Rule BY Law**.”
3. **Learn** more about the [Universal Declaration of Human Rights](#) and analyze the elements that relate to supporting peace, justice, and strong institutions on a local, national and global scale.
Watch this [brief video](#) and discuss as a class (If you did not utilize this in lesson #4)
4. **Evaluate** and **discuss** the targets and indicators of SDG #16 by participating in an interactive activity.

5. In pairs or small groups, select one of the targets and its indicators. Next, select a local or global context to **analyze** how that place is doing on that particular target. What steps or solutions could be designed and implemented to address a target that has not been met? Be prepared to share your findings in class discussion.
6. Based on what you have learned in this lesson, **create an advocacy poster** (on poster board or digitally) that addresses one or more of the themes of SDG #16: Peace, Justice, and Strong Institutions.
7. **Share** your **advocacy poster** with the rest of the class. Then, as a class, **analyze** and **discuss** the posters as a class and discuss strategies for taking action to promote peace, justice, and strong institutions.
8. **Discuss** other ways to **take action**. For example, what could you do at your school? What local organizations could you volunteer for to promote an inclusive, peaceful, and just community?
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: 120 minutes (approximate)

Standards

Content	Standards
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>C4.11-12.2: Analyze and evaluate ways of influencing local, state, and national governments and international organizations to establish or preserve individual rights and/or promote the common good.</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>D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>

Lesson Resources

For Students	For Educators	Materials
<ul style="list-style-type: none"> • Universal Declaration of Human Rights Link • Freedom House Link • SDG #16 Target and Indicators • SDG #16 Link 	<ul style="list-style-type: none"> • Lesson Five Slides • Universal Declaration of Human Rights Link • Freedom House Link • SDG #16 Targets and Indicators 	<ul style="list-style-type: none"> • Class Notebook • Poster Board or Digital Platform • SDG #16 Targets and Indicators

Lesson Overview

In this lesson, students will learn about United Nations Sustainable Development Goal #16: Peace, Justice, and Strong Institutions. They will engage in a series of individual and collaborative learning activities that ask them to reflect on the concepts, peace and justice, and how they are important to creating stable and inclusive societies. They will work collaboratively to assess how societies can enhance civic engagement, representative decision-making, and protect individual and collective freedoms. Students will discuss how to create partnerships and cultivate relationships that result in community building. In addition, they will identify and describe the characteristics associated with the rule of law and examine specific case studies that highlight the progress and challenges nations face on this issue. Finally, students will evaluate the role of citizens and government leaders to effectively address social and political issues, including action steps that can be taken to support peaceful and inclusive communities.

Teacher Preparation

For Step 1: For context and background information, examine the UN website on [Sustainable Development Goal #16](#). Please take a look at the targets and indicators for specific goals expressed by the UN to promote peaceful and inclusive societies, including access to justice and effective institutions.

Optional: Show the UN graphic on [SDG #16](#) 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#16?

Additional background information and resources can be found at:

[SDG #16](#)

[Freedom House](#) (provides an analysis of levels of freedom in countries around the world. Many of the criteria you will be exploring in this lesson are discussed in these reports).

[Transparency](#) (provides an overview of corruption in countries around the world and how higher levels of corruption may undermine political, economic, and social institutions).

For Step 2: Prepare to lead a discussion about the differences between the “Rule OF Law” and “Rule BY Law.” The Rule of Law is characteristic of societies that include effective and accountable justice systems. There are constitutional frameworks that provide parameters for legal norms and create accountability mechanisms for local, state, and national government. The rule of law is reflective of democratic societies and aims to protect the rights of citizens under the law and promote transparency. Rule by law reflects societies that use the legal system to target political opponents, arrest citizens without cause or standards, enhance power through the legal system, etc. Rule by law is often associated with more authoritarian regimes. You could also lead or add to this discussion by exploring the basic differences between democratic and authoritarian regimes.

For Step 3: Examine (or Review) the purpose and origin of the *Universal Declaration of Human Rights*. In pairs or small groups, have students explore all of the different articles in the document. Ask students to determine which of the articles apply to the goals and themes of SDG #16.

If you didn't watch the brief video in Lesson #4, it is included [here](#) as a suggestion.

For Step 4: Matching Game Activity: Select specific targets and indicators that you can use in an interactive activity. Students will be matching SDG #16 Targets and Indicators. Please look at the targets and indicators in advance and print (and cut out) each target and their respective indicators. You will be handing these out to students and asking them to make a connection between the two (see detailed lesson plan).

For Step 5: This activity will build on the previous steps. In pairs or small groups of 3 or 4, have students select one of the targets and its indicators. Next, select a local or global context to **analyze** how that place is doing on that particular target. What steps or solutions could be designed and implemented to address a target that has not been met? Be prepared to share your findings in class discussion. Students can take notes in their notebook or use the research sheet provided.

For Step 6: Prepare students to apply what they have gathered in their research and how to create an advocacy poster. Think about the purpose of an advocacy poster and look for examples that you could show students.

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. What issues, topics, or themes did students focus on and did they convey what they learned?

For Step 8: Identify and discuss ways to take action on this particular issue. You will ask students to explain what they could do support the goals of SDG #16 in their school and local community. Connecting the local to the global: You could have students identify organizations they could volunteer (take action) for that address one or more of these topics (peace, justice, inclusivity, accountability, transparency, etc.)

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 brainstorm characteristics of societies that reflect the themes of SDG #16: Peaceful, Inclusive, Justice, and Effective/Accountable Institutions. You can use the stated goal in your prompt: "Promote peaceful and inclusive societies for sustainable development, promote access to justice for all, and build effective, accountable, and inclusive institutions at all levels" (United Nations, SDG #16)

Slide 1: Warm-Up Activity: Students will brainstorm characteristics of societies that reflect the themes of SDG #16 (see above)

In their notebooks, students write down examples for 4 categories described above. Encourage students to come up with specific examples.

Be prepared to share your ideas with a partner and in large group discussion.

Step Two: Rule OF Law v. Rule BY Law Discussion: 10 minutes

Purpose: There is a difference between the Rule OF Law and Rule BY Law. The purpose of this activity is get students thinking about one dimension of SDG #16 (and how it might connect other themes associated with just, peaceful, and inclusive societies. characteristic of societies that include effective and accountable justice systems). This is also an opportunity to discuss some of the differences between democratic and authoritarian regimes. Look at teacher preparation for more detail

Slide 2: Prepare your slide to guide students in a discussion of Rule OF Law v. Rule BY Law

Step Three: Universal Declaration of Human Rights: 10-12 minutes

Purpose: Students will examine the Universal Declaration of Human Rights as it applies to the goals and themes of SDG #16. This provides students with an opportunity to see which of the articles in this document are connected to the targets and indicators identified in this goal.

Slide 3: Provide a link to the Universal Declaration of Human Rights: Students will examine the document and identify which articles apply to the themes/goals of SDG #16. They will be discussing this as a class.

Step Four: Analyzing SDG #16 Target and Indicators: 10 minutes

Purpose: Students will be examining the ten target goals and indicators identified by the UN in SDG #16. 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 just, peaceful, and inclusive societies.

Directions: Students are given different targets and different indicators. Print these out on a piece of paper and one of them out to students. Next, have students try to find a match. For example, those students with indicators will try to find their target area. Note: There will be more than one indicator attached to each target.

Slide 4: Provide the directions for students to examine the SDG #16 Targets.

Step Five: Mini-Research Activity: SDG #16 Themes in a Specific Context: 25-30 minutes

Purpose: The purpose of this activity is built on the previous steps and connect SDG #16 to a specific context. In pairs or small groups of 3 or 4, have students select one of the targets and its indicators. Next, select a local or global context to analyze how that place is doing on that particular target. What steps or solutions could be designed and implemented to address a target that has not been met? Be prepared to share your findings in class discussion. Students can take notes in their notebook or use the research sheet provided. One website to consult is by Freedom House, a non-profit organization that focuses on democracy, political freedom, and human rights.

Slide 5: Provide directions for students to complete the mini-research activity, including the link to the Freedom House website. Discuss with students other sources of information.

Step Six: Create an Advocacy Poster: 30 minutes

Purpose: Students will create an advocacy poster on the issue(s) related to SDG #16 and the specific context they examined. Discuss the purpose of an advocacy poster with students and how they can include words, statements, symbols, and/or pictures. This is an opportunity to convey a purposeful message and urge people to act on it. The advocacy posters should be neatly and creatively designed on poster board or on a digital platform. Students will use their critical thinking, collaboration, and creativity skills to complete this activity. Note: If this activity is being done in a heritage or world language class, the advocacy poster could be done in another language.

Slide 6: Provide instructions for student sharing of their research and how to make an advocacy poster. Review with students the purpose of the advocacy poster and how they would gain people's attention to the goals in SDG #16. Students can complete this on poster board or on a digital platform.

Step Seven: Share Your Advocacy Poster: 12-15 minutes

Purpose: The purpose of this step is to have students share their advocacy posters with other students. It allows them to convey what they have learned, use their communication skills, and answer questions. It will also allow them to see the work of other students and reflect on all of the completed projects as a whole.

Slide 7: Prepare students for the presentations by sharing your expectations. Ask students to describe what issue/topic(s) they selected, what specific place they investigated, and what they found out. Have students describe how they creatively applied their learning in the form of their advocacy poster (how did they decide on this design and why?).

Step Eight: Take Action Opportunity: 10 minutes

Purpose: This is an opportunity for students to consider ways to take action on the themes/goals of SDG #16. You can ask students to explain what they could do support the goals of SDG #16 in their school and local community.

Connecting the local to the global: You could have students identify organizations they could volunteer (take action) for that address one or more of these topics (peace, justice, inclusivity, accountability, transparency, etc.)

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. These projects allow students to further reflect on their understanding of SDG #16.

Optional: Slide 9: Give an overview of the summative assessments opportunities (project-based learning)

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