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一起探索SDGS

Exploring the SDGs

Instructor

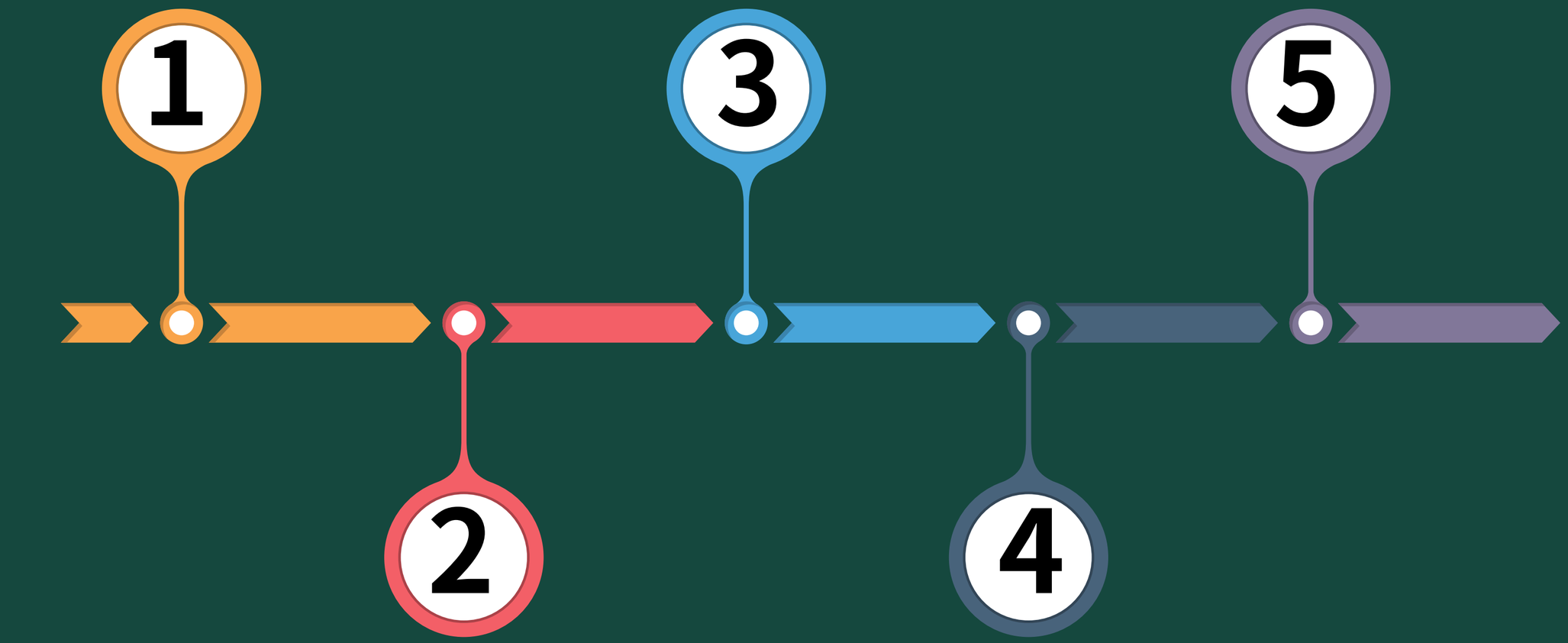
Sophie Liao.　Muzi

THE GLOBAL GOALS

THE GLOBAL GOALS
For Sustainable Development

SUSTAINABLE DEVELOPMENT GOALS

SYLLABUS


課程介紹
Introduction
1
全球永續發展目標
The Global Goals
2
SDGs桌遊
SDGs-The Board game
3
SDGs測驗及迷你專案
SDGs- Quiz & Mini-project
4
迷你專案成果分享
Report on Mini-project
5

6

你的未來v.s.永續發展目標
Relate Your Future Life to the Global Goals

7

2030 你想要的世界
What World Do You Want in 2030?

8

2030你想要的世界
What World Do You Want in 2030?

9

2030你想要的世界
What World Do You Want in 2030?

10

成為行動家： 討論任務清單
Be an Action-taker: A To-Do List

成為行動家： 擬定任務清單
Be an Action-taker：
A To-Do List

11

成為行動家：寫信馬拉松
Be an Action-taker:
Write for Rights

12

成為行動家：寫信馬拉松
Be an Action-taker:
Write for Rights

13

成為行動家：寫信馬拉松
Be an Action-taker:
Write for Rights

14

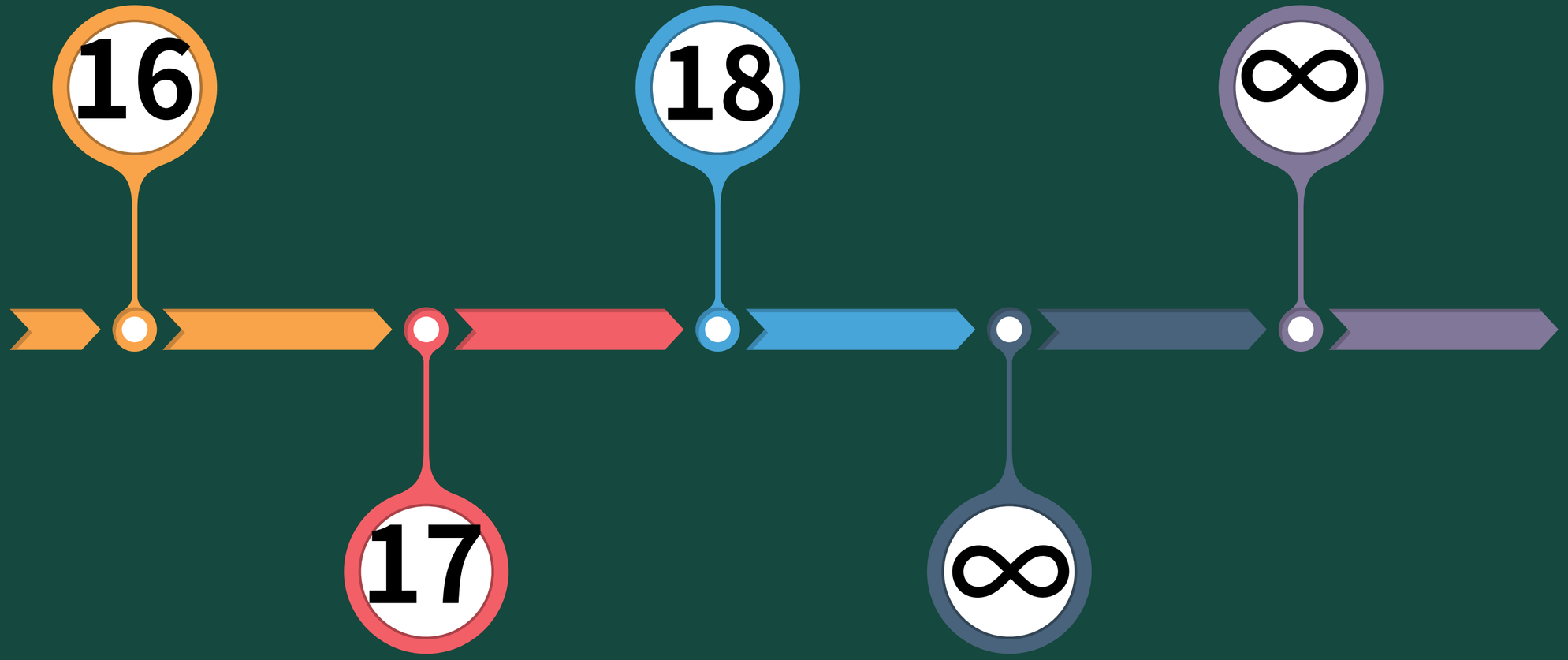
成為行動家：寫信馬拉松
Be an Action-taker: Write
for Rights

15

永續發展目標講座
A Speech on SDGs

學期課程總回顧
Wrap-up

成果發表
Learning Outcome
Exhibition



成為行動家：檢視任務完成清單
Be an Action-taker:
The To-Do List

反思與回饋
Reflection & Feedback

scenario

- Use Translanguaging in the Classroom. (Chinese for teaching main concepts and English for class activites).
- Use Multimodel resources in the classroom.
- Both Chinese and English are used for group works, but only Englsih is used to complete worksheets.
- Task-Based instruction: Students work in groups to complete learning tasks.

Assessment

1. Teamwork: 20%
2. Project products: 30%
3. English presentation: 30%
4. Self/Peer evaluation & feedback: 20%

Group Norms

G	***Get alone*** with each other always
R	***Respect*** all contributions
O	***On task*** and managing time
U	***Use quiet voices*** and take turns
P	***Participate*** and contribute ideas
S	***Stay in groups*** working together