Lesson Title: SDG #16 Peace and Justice:
Lesson Summary: Students will learn about big vs. little problems and develop peaceful strategies to help them resolve these problems.

Lesson Objectives

Students will be able to describe the Sustainable Development Goals and identify ways they can support SDG #16: Peace and Justice

Students can identify big vs. little problems and develop peaceful strategies to help them resolve these problems.

Students will be able to use coding skills

Subjects:
Pre-Reader/ESL Friendly (no reading skills required):
Coding Style: Ozo Color Codes
Grades: K-4
Tested with: (Evo/Bit)
Duration: 30+ Minutes/per class (3+ Classes)

Required Materials:
-Ozobots (number dependent on group sizes)
-Ozobot markers
-OzoCodes Sheet
-poster paper
-books for literacy connection (optional)

Background Knowledge:
-Project photo exemplar of project
-Teacher and students should have some experience color coding Ozobots. See OzoCode Sheet for a reference: **Color Code Reference Sheet:**
https://files.ozobot.com/stem-education/ozobot-ozocodes-reference.pdf
-Resources to learn more about the Sustainable Development Goals:
UNESCO and Sustainable Development Goals
https://en.unesco.org/sustainabledevelopmentgoals
TEACH SDGs - Home: http://www.teachsdgs.org/

Videos
About the Sustainable Development Goals - United Nations Sustainable Development
https://www.un.org/sustainabledevelopment/sustainable-development-goals/

United Nations Sustainable Development Goals Student Resources
https://www.un.org/sustainabledevelopment/student-resources/

SDG Book Club - United Nations Sustainable Development
https://www.un.org/sustainabledevelopment/sdgbookclub/

The Worlds Largest Lesson https://www.un.org/sustainabledevelopment/sdgbookclub/

Review Kelso's Choice: https://kelsoschoice.com/free-resources/for-parents/

Resources for SDG Goal #16:
Goal 16: Peace and Justice (World's Largest Lesson)
https://worldslargestlesson.globalgoals.org/global-goals/peace-and-justice/

Peace and Justice - United Nations Sustainable Development
https://www.un.org/sustainabledevelopment/peace-justice/

Lesson Tips:

1. Spend some time exploring the Sustainable Development Goals and specifically examining SDG #16 (see Background Knowledge resources).
2. Make a literacy connection. Read a book about peace and conflict resolution:Social Justice Books: A teaching for Change Project: https://socialjusticebooks.org/booklists/early-childhood/conflict-resolution/
3. Make specific connections to your own health or social studies curriculum
4. Have an understanding of how to use Ozobots color codes

Direct Instruction (Teacher Facing Instructions):
Day 1 (30 minutes):

1. Begin the lesson with a suggested picture book (see lesson tips)
2. As a class or in small groups, brainstorm some problems that students while in class, or playing at recess. Remind students not to share names but just general information. Ideas could include:
    - Arguing over a tag game at recess
    - Someone not sharing with them
    - Someone pushing them
    - Someone calling them a name
    - Someone teasing them about what they are eating for lunch
3. As they discuss big problems and little problems.

On the board, make a chart with “Big Problems” and “Little Problems”. Have students think of big problems and little problems that would fit under these categories.
Here are a few visuals/resources to support learning:

-Big Problem Little Problem: BigProblemLittleproblemFREEPrintable.pdf
https://drive.google.com/file/d/1ok6F4yktouUR06hrlnvpG-6Ti8KJwP3d/view?usp=sharing
(Teacher’s Brain, 2017)

-Teachers Pay Teachers also has some amazing free resources
https://www.teacherspayteachers.com/Browse/Search:big%20problem%20small%20problem/Price-Range/Free

Day 2 (30+ minutes)

4. Review big and little problems
   For example, “Someone pushed you. Is this a big or little problem? This is a big problem. When there is a big problem, you need to find an adult to help you.”
   “Someone told you your artwork isn’t nice. Is this a big or little problem? This is a little problem. When there is a little problem, you can solve this problem by yourself”.
5. Today we are going to learn about how you can solve your own little problems.
6. Have students brainstorm ways they can solve their own little problems.
7. Show them Kelso’s choice https://kelsoschoice.com/free-resources/for-parents/ (note this site includes free resources - you must sign up)
8. (optional): Print each student a Kelso’s Choice Wheel and have them color it.

Day 3 (30+ minutes) - Coding

1. Tell students that they will be making a poster with Ozobot color codes, showing other students in their school how to resolve their own problems.
2. Show student’s exemplar of this project
3. On half of a poster paper (divide poster in half). Label this side, “Big Problem”. Student will draw a picture of a big problem (for example, someone pushing), then they will use Ozobot color codes to create a line of code to that leads to a drawing of them finding an adult for help. Older students can include words and more detailed drawings.
4. On the other half of a poster paper, student will label this side, “Little Problem”. Students will draw a picture of a little problem (for example, someone not sharing), then they will use Ozobot color codes that leads to a drawing of them using a strategy form Kelso’s choice wheel that will help them solve their own (for example, using their words). Older students can include words and more detailed drawings.

*note: For younger students, you can create an already made poster paper template, where students can draw images.

Student Facing Instructions:
1. You will be making a poster with Ozobot color codes that will show other students in your school how to resolve their own problems.
2. Your teacher will show you an example.
3. On half of a poster paper, you will write, “Big Problem”.
4. Under the “Big Problem”, draw a picture of a big problem (for example, someone pushing).
5.Then you will draw a line of code that leads to a drawing of you finding an adult for help.
6. Now on the other half of the poster paper, you will write, “Little Problem”.
7. Under the “Little Problem”, draw a picture of a little problem (for example, someone not sharing).
8. Then you will draw another line of code that leads to a drawing of you using a strategy from Kelso’s choice wheel that shows how you can solve this problem on your own.

Closing (Formative Assessment):

Class discussion (formative assessment): How can your resolve your own little problems?

-Students should have an opportunity to share their coded posters with their peers

Extension:
-To demonstrate their knowledge of solving problems, students can role play some scenarios.
-Older students can attend “Peace Patrol University” and help younger students solve their problems and recess. (check out this article by the S*andiego Union Tribute*: “Peace Patrol Helps Kids Work out Disputes”
https://www.sandiegouniontribune.com/news/education/sdut-peace-patrol-helps-kids-work-out-disputes-2014sep18-story.html

Academic Standards:

CSTA 1B-CS-02 Model how computer hardware and software work together as a system to accomplish tasks. (P4.4)

CSTA 1B-CS-03 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies. (P6.2)

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CSTA 1B-AP-16 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development. (P2.2)

ISTE 4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

ISTE 6d Students publish or present content that customizes the message and medium for their intended audiences

ISTE 7d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

Additional Attachments:

Exemplar