



# Sustainable Development Goals Teach In 2022

## Impact, Engagement and Reach

#SDGTeachIn  
@sosukcharity



STUDENTS  
ORGANISING FOR  
SUSTAINABILITY  
UNITED KINGDOM



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# The SDG Teach In: A springboard for ESD

# The fifth annual SDG Teach In from SOS-UK

Since 2018, Students Organising for Sustainability (SOS-UK) has run the SDG Teach In: a campaign to encourage educators of all kinds to incorporate the UN's Sustainable Development Goals (UN SDGs) into teaching, learning and assessment.

The Global Goals Teach In was re-named the SDG Teach In this year due to the increasingly frequent use of, and familiarity with, 'Sustainable Development Goals' rather than 'Global Goals'.

The fifth annual SDG Teach In ran from 21<sup>ST</sup> February - 11<sup>th</sup> March 2022. The campaign ran one week longer than initially planned in solidarity with University and College Union (UCU) strikes and to make the campaign more accessible to educators who were striking in the UK.

The following campaign report highlights the impact, engagement and reach of the 2022 SDG Teach In. By sharing a range of case studies, statistics and quotes, the report aims to celebrate the brilliant work by educators and students to embed the SDGs in teaching and learning, and to provide inspiration for next year's campaign.

Thank you to everyone who has taken part and congratulations on this achievement.



# Why the Teach In?

SOS-UK's vision is one where sustainability is not just a niche subject that relatively few students' study, but something **all students learn about** in a way that's relevant and meaningful to their chosen field of study.

We are working to repurpose the education system around the climate emergency and ecological crisis, providing students with the opportunity to develop the skills, knowledge and attributes that lead to a more **just and sustainable society**.

The United Nations Sustainable Development Goals provide an **accessible framework that demonstrate the breadth of sustainability and interconnectedness of sustainability challenges**. Consequently, educators can easily identify how their subject area fits within the Goals. The Teach In is a manageable campaign to begin exploring these links, leading to **future deeper engagement** with education for sustainable development across the sector.

## SUSTAINABLE DEVELOPMENT GOALS



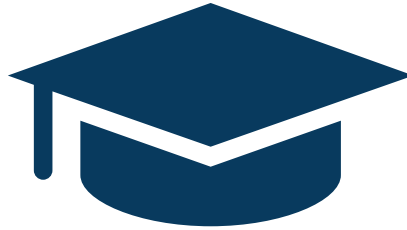
# 2022: Who took part?

# The campaign had a bigger reach than ever before

The 2022 campaign saw the highest number of educators taking part, the highest number of students reached and the highest number of institutions taking part since the campaign's inception in 2018.



**772** educators pledging to incorporate the SDG's into their teaching and learning



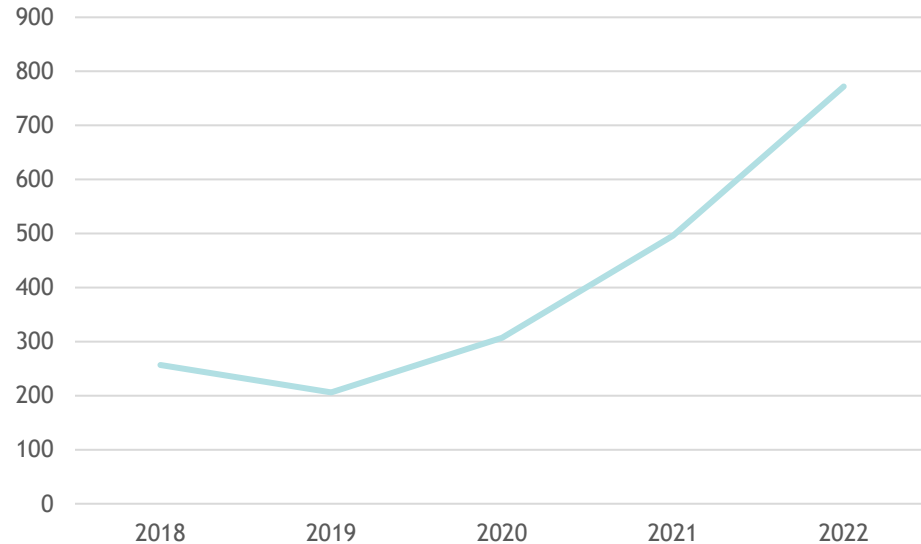
**141,369** students & learners reached through lessons, workshops and tutorials



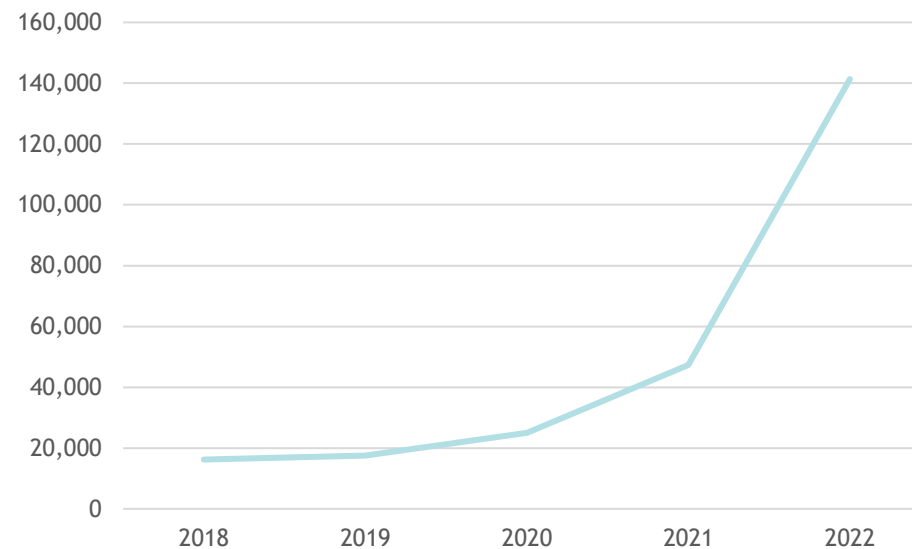
**134** educational institutions taking part, including schools, colleges, universities, students' unions and training providers

# SDG Teach In - Campaign Growth

The number of students reached by the campaign has grown every year since the campaign's inaugural year and the number of educators pledging to take part in the campaign has grown by 200% since 2018!



Number of educators pledged by year



Number of students reached by year



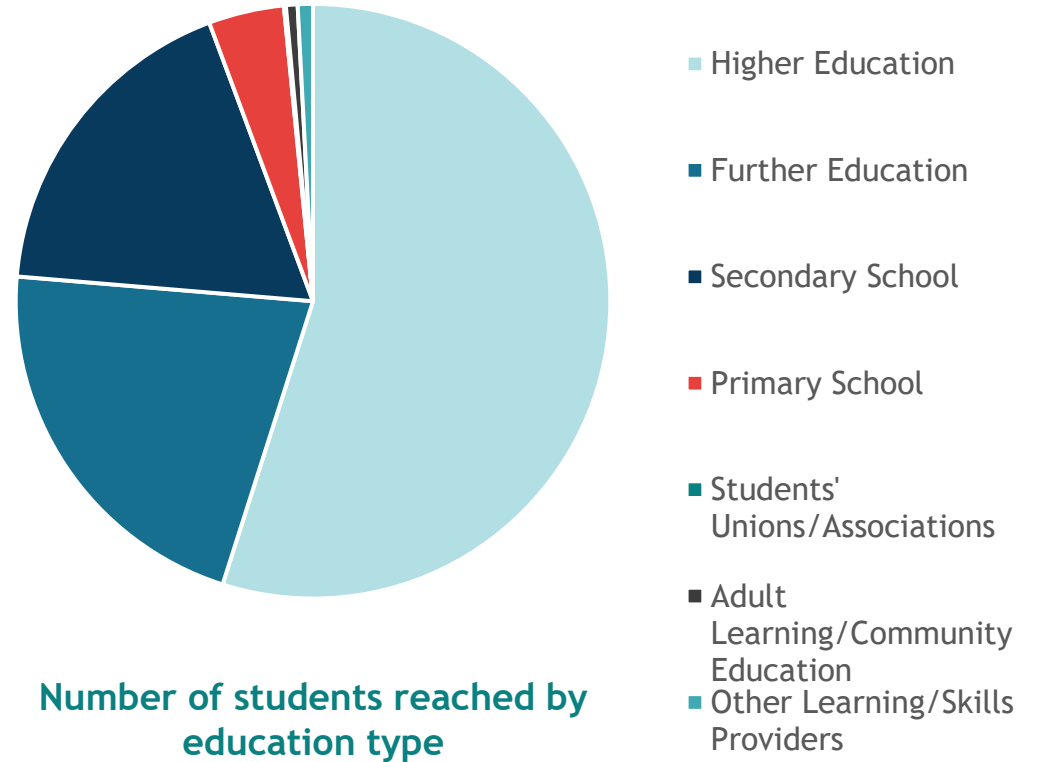
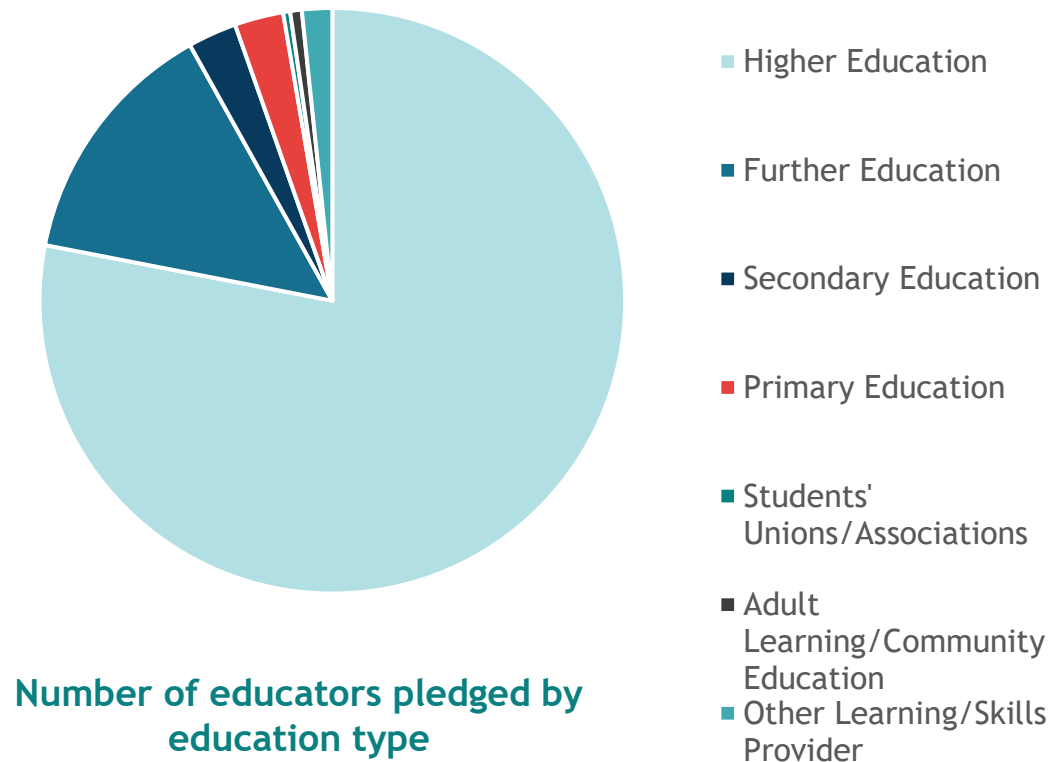
# Global reach for the Teach In

Although the majority of educators (89%) were from the UK, teaching took place in 17 countries, across 5 continents. This year's SDG Teach In had the largest international reach yet!



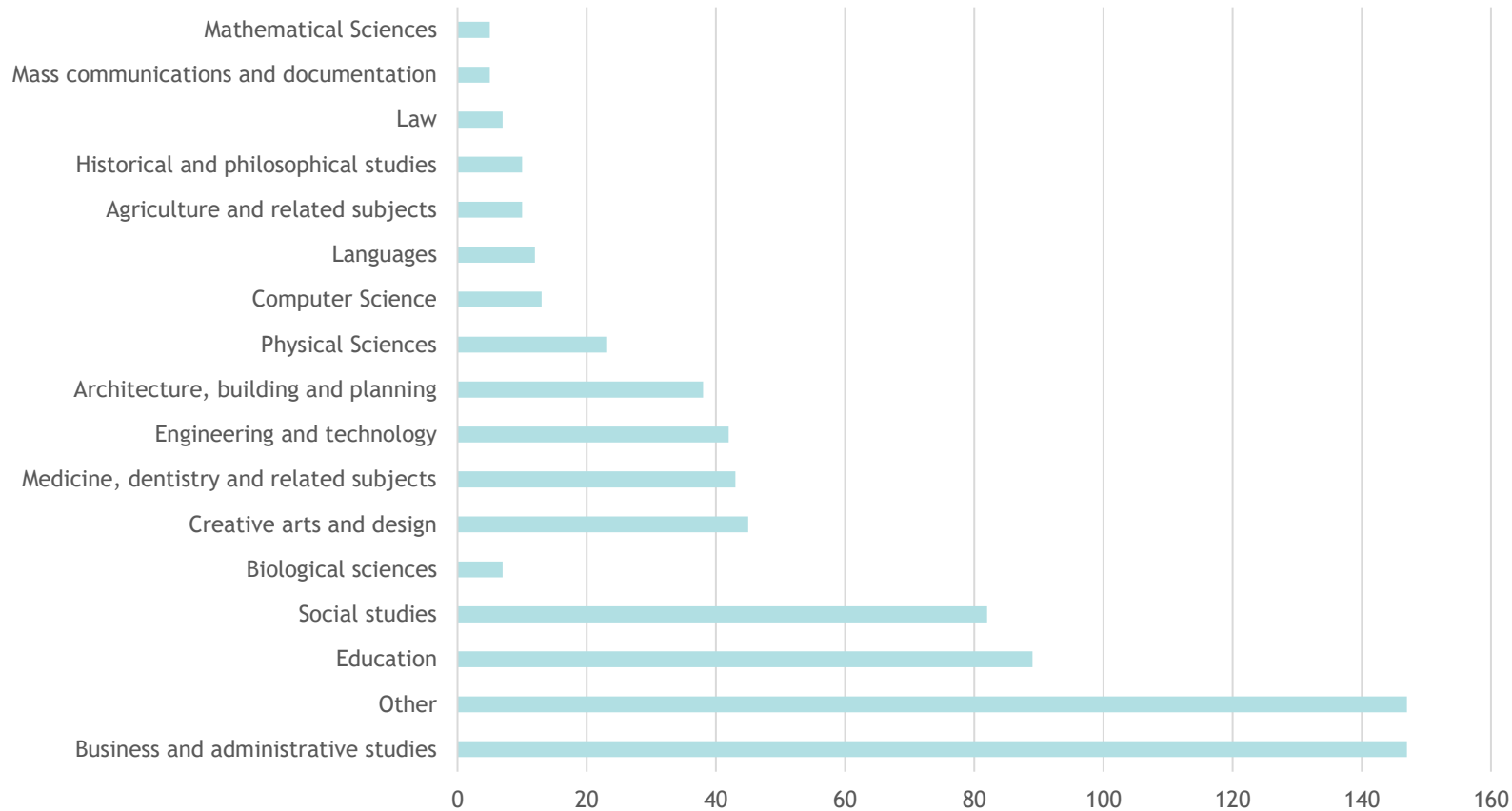
# Reaching all stages of education

**78% of pledges** were made by educators within higher education, **14%** within further education and **5%** within primary and secondary education.



# Business courses led the way

The most popular subject area was Business and administrative studies (147 pledges - 19%). 19% (147) of educators felt their courses did not fall into any categories mentioned.



Number of Teach In pledges by subject area

“I’m pledging to include the SDGs in my teaching because I am personally and professionally committed to the Goals and am privileged to be in a position to educate others.”

*Business Lecturer, UK University*

# From fintech to make-up artistry: courses that took part

**The word cloud on this page shows the breadth of subjects, disciplines and areas of learning taking part in the 2022 campaign.**

Engagement from such a diverse range of courses and modules demonstrates **widespread support across the sector** for sustainability-focused education, and shows the importance of **interdisciplinary action** to achieve the SDG's.

Some courses and workshops included:  
Creative and ethical leadership, Photography and video for fashion, Modern languages, Diabetes: a Contemporary Approach, Marketing and Globalisation, Medical Cell Biology, Childhood studies, Jewelry and related products, Health Psychology and many more!



# University of Derby and Glasgow Caledonian University topped the leaderboards

Leaderboards were compiled to showcase the institutions that had the highest number of educators taking part, and the highest % of their students reached by the campaign. The leaderboards helped to generate some friendly competition between institutions.

Top 10 institutions with the highest number of educators pledging to take part

Position	Institution Name	# Educators pledged
1 <sup>st</sup>	University of Derby	71
2 <sup>nd</sup>	University of Exeter	68
3 <sup>rd</sup>	Ulster University	63
4 <sup>th</sup>	Glasgow Caledonian University	51
5 <sup>th</sup>	UWE, Bristol	36
6 <sup>th</sup>	Galway-Mayo Institute of Technology	32
7 <sup>th</sup>	Bournemouth University	29
8 <sup>th</sup>	Heart of Worcestershire College	28
9 <sup>th</sup>	Exeter College	27
10 <sup>th</sup>	University of Worcester	26

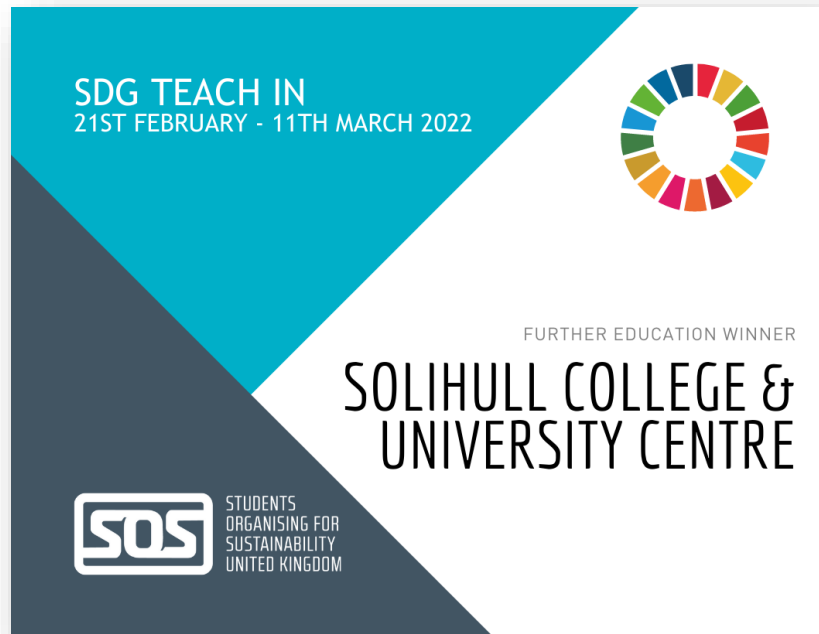
Top 10 institutions with the highest % of their students that were reached by the campaign

Position	Institution Name	% Students reached
1 <sup>st</sup>	Glasgow Caledonian University	82%
2 <sup>nd</sup>	Solihull College & University Centre	61.6%
3 <sup>rd</sup>	Oldham Sixth Form College	51.1%
4 <sup>th</sup>	Galway-Mayo Institute of Technology	50.4%
5 <sup>th</sup>	University of Exeter	34.9%
6 <sup>th</sup>	Oxford Brookes University	34.2%
7 <sup>th</sup>	University of Derby	33.5%
8 <sup>th</sup>	Exeter College	31.4%
9 <sup>th</sup>	Ulster University	29.9%
10 <sup>th</sup>	Falmouth University	27%

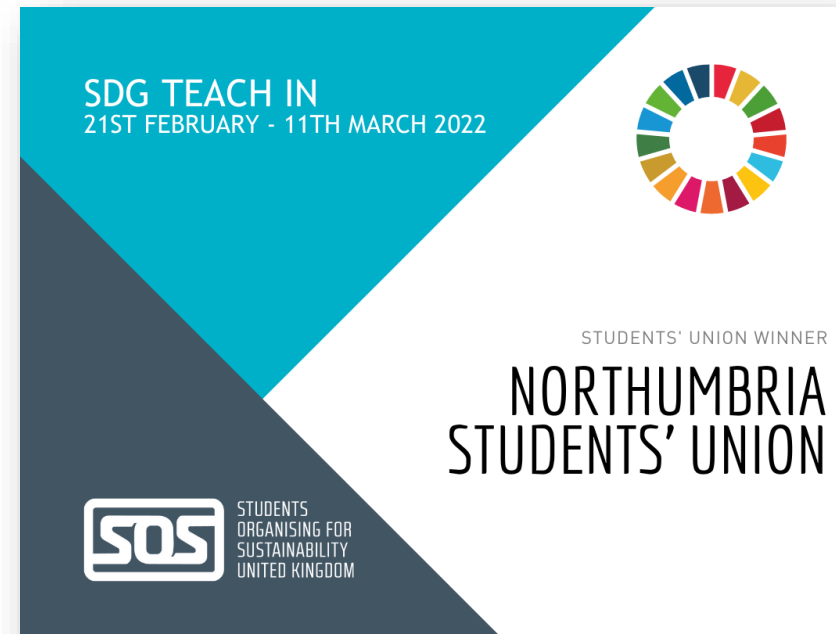
# Education of all kinds was recognised

Special awards were given to recognise work to progress education for sustainability within Further Education and Students' Unions and others.

Further Education winner: **Solihull College & University Centre**



Students' Union winner: **Northumbria Students' Union**



“Students are future leaders. It's important to make them aware of issues our generations have been encountering, and encourage them to be innovative from their own position to mitigate disparity and inequality within the society.”

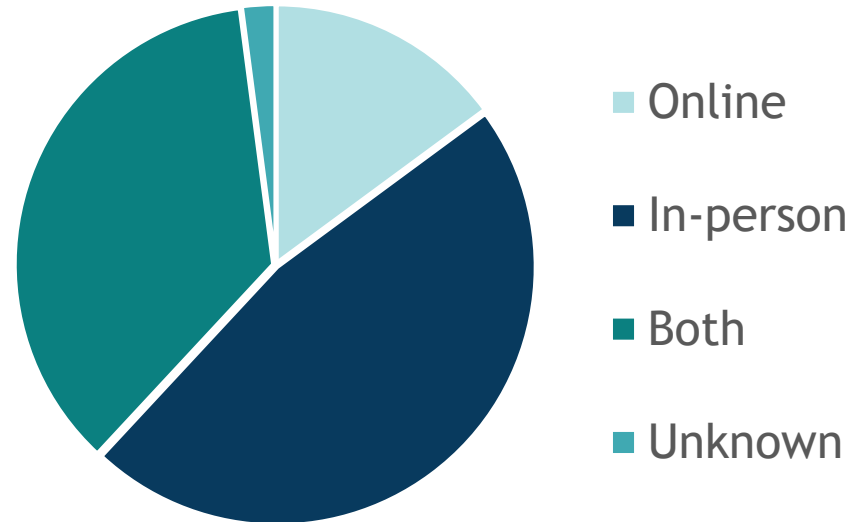
*Economics lecturer, UK university*



How did educators  
approach the campaign?

# The majority of teaching took place in-person

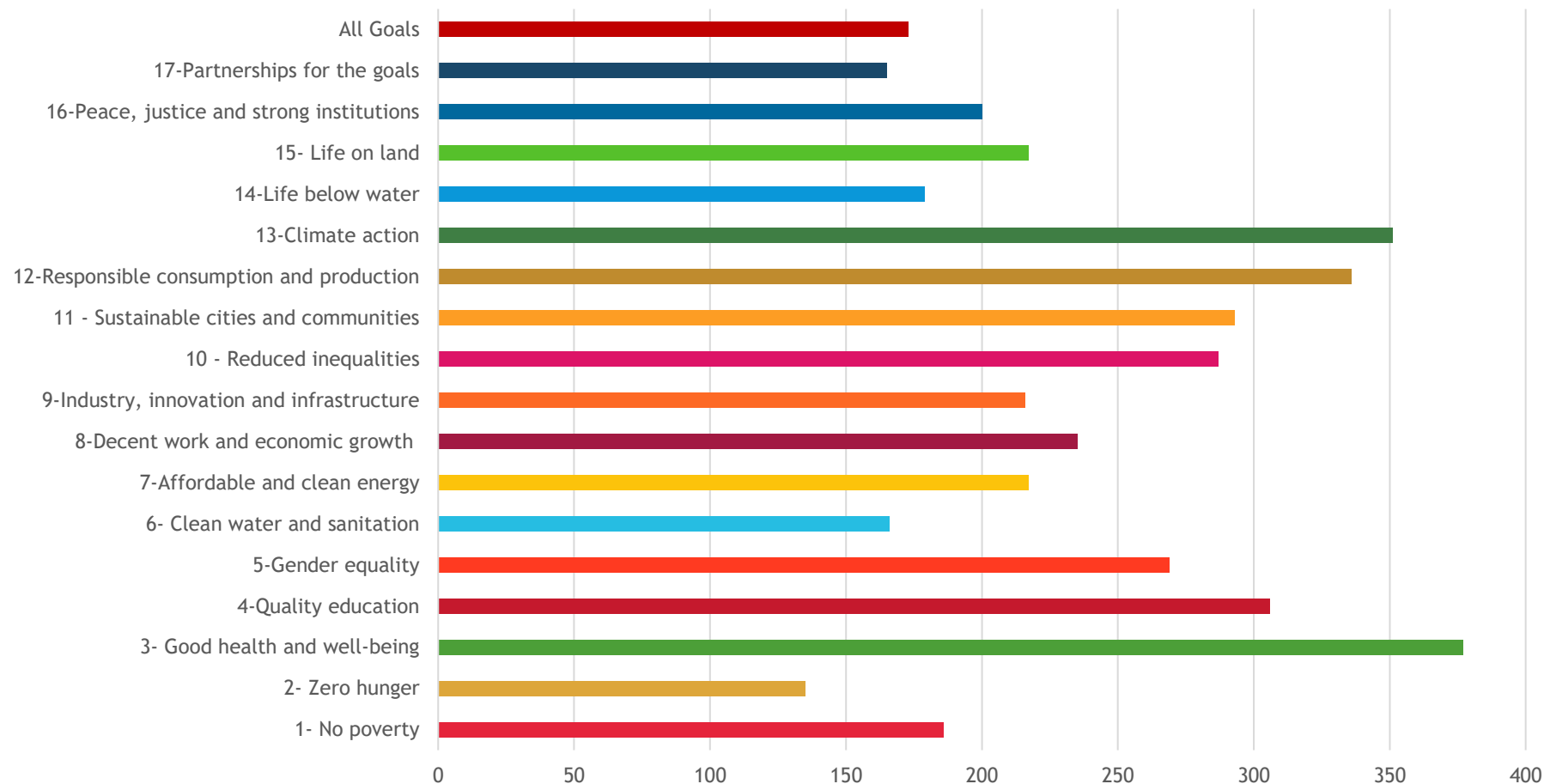
Covid-19 has changed the landscape of teaching and learning, with many lessons and workshops taking place online, or both online and in-person. The 2020 Teach In took place in the midst of Covid-19 restrictions and 67% of teaching took place online. This year, the majority of teaching took place in-person (47%) with a lot of teaching taking place both online and in-person (36%).



Methods of teaching during the 2022 Teach In

# The most popular Goals in the campaign

Each educator shared which of the 17 Goals they incorporated as part of the Teach In. The most popular Goal in 2022 was **Goal 3 (Good health and wellbeing)**



The number of instances each Goal was incorporated into teaching and learning as part of the Teach In

# Case studies

# Case study: Heart of Worcestershire College, Health and Social Care

Approach to the Teach In - L3 Extended Diploma in Health and Social Care reviewed a report from the Kings Fund about the impact of the Health and Social Care sector on the environment.

Students discussed how as health and care workers, there is an increasing need to factor in the wider context (social and environmental - a public health perspective) of the patient's health, and by broadening this over time sustainability is embedded into health and social care.

Students brainstormed small changes that the healthcare sector can make that would have a big impact. Their ideas included:

- How we deliver care (is it better to bring care to the service user, or bring groups of service users together to receive care?)
- Integrating and planning so the sector can avoid duplication
- Being prepared for environmental challenges
- The importance of only doing things that work (nothing more wasteful than treatments that don't work)



# Case study: Dunard Primary School

At Dunard Primary School in Glasgow, all students, including nursery to primary 7 were challenged to complete SDG tasks with a member of their family or as part of their community. Students were given bronze, silver and gold awards depending on the number of tasks they completed.

Approach to the Teach In - *“Each year was given an individual goal to focus on, links to watch the world's biggest lesson and clips to watch explaining how this SDG aspiration affects them now and in the future, Each year was given eight challenges across curriculum areas including literacy, art and design, STEM and outdoor learning. Students were able to pick and choose which challenges they'd like to complete.*

*To ensure equity for all, some activities were completed with support within the school and I set up a Dunard community event on a Saturday morning. All parents were invited and saw families on a guided walk along our canal, litter picking and investing goals 14 and 15. Families were also taught about sustainable infrastructure and the history of the wonderful Glasgow canal. Challenges were ranked on completion and children received certificates based on how many were achieved. Overall the day was a huge success.”* - Claire McEachran, teacher at Dunard Primary



# Case study: West Lothian College, Early Learning and Childcare

The vision was to create an interactive, engaging and partnership-driven event that would highlight the SDG Teach In goals.

**Approach to the Teach In** - A range of outdoor, sustainable, active experiences led by lecturers, students and subject specialists was planned, for 70 visiting children and young people from Dedridge Primary School, Southdale Primary School and Linlithgow Academy in West Lothian. The Teach-In outdoor sustainable activities included:

- planting, basket weaving
- renewable energy workshops
- making bog gardens
- eco arts and crafts.

*"Sustainability is embedded within teaching and learning experiences across all levels within our department. This is grounded in the ethos of outdoor learning principles, which our students learn to prepare them for the workplace after completion of their studies. Our Childhood Practice students have extended their learning in relation to the college sustainability goals by maintaining greenspaces on campus including making planters. These experiences will allow the students to achieve the John Muir Discovery Award."*



# Case study: De Montfort University, Computer Science and Informatics

**Approach to the Teach In** - For a module on IT Service Practice, a lecture and discussion were developed and delivered which looked at the importance of digital transformation in the delivery of SDGs, and examined how each of the technology areas was impacting on SDGS

Students were shared technology reports and links including:

[The role of artificial intelligence in achieving the Sustainable Development Goals | Nature Communications](#)

[Role of Internet of Things in Sustainable Development | EcoMENA](#)

[Blockchain can be the key that unlocks the SDGs. Here's how | World Economic Forum \(weforum.org\)](#)

[Accelerating Sustainable Development with Hyperautomation - UNICC](#)





# Case study: Oxford Brookes University, Business

**PREM6005 'Managing Yourself'** is a level 6 postgraduate module that introduces and supports reflective learning through the development of self-management, communication and global citizenship skills. It asks students to think about how their masters level study can contribute towards a fairer, fitter future for all.

**Approach to the Teach In** - educators delivered a session exploring the Sustainability Mindset Principles (by Isabel Rimanoczy), in particular the 'not either or, but 'both and more' principle.

Students applied this principle to a chosen global sustainability challenge relevant to their geographical location, identifying the connected SDGs and discussing the opposing views and tensions the issue encompasses.

They then thought about how other possible perspectives could embrace the 'both and more' principle, for a more equitable, sustainable future .

*“learning about and exploring one’s own self is the best part, as we rarely take time to reflect on ourselves.”*- Student

*“The topics we have learned throughout this course really opened our minds and helped us cope with a lot of things”* - Student

Goals  
included



# Case study: Northumbria Students' Union

RAD (Representation and Democracy) Workshops are tailored to give reps the skills and knowledge to excel in topics that matter to them. The Students' Union team runs these workshops throughout the year in-person, online and as a workbook which count as 40 points towards the volunteer recognition scheme, *Boost Your Future*.

**Approach to the Teach In** - The SDGs were embedded into the RAD Workshop offerings to students. The first, EQUITY, DIVERSITY & INCLUSION looked at becoming a better ally for marginalised groups through resources and activities to make one aware of how to make projects more inclusive. Topics covered and activities included privilege, protected characteristics, intersectionality, accountability, microaggressions, and creating inclusion. The second, SUSTAINABLE STUDENTS taught students how skills from their degree can help them tackle the climate crisis and commit to living a more sustainable lifestyle. Topics covered and activities included SOS-UK's definition of sustainability, how to make your degree sustainable, greenwashing, overconsumption, climate anxiety and the 17 SDGs (asking students to note which goals struck them personally).

Students were also encouraged on social media to mandate their teaching staff to embed the SDGs into their learning and/or assessments during the two-week campaign through linking to SOS-UK resources.

Goals  
included



# Case study: Glasgow Caledonian University, Civil Engineering and Environmental Management

Climate Change in the Urban Environment provides students with a scientific understanding of climate and climate change in cities and a critical understanding of options to mitigate/adapt to changing climate in urban areas. The module is organized in four parts: urban climate theory; mitigatory and adaptive options available at urban levels to live with/manage local climate change; thermal comfort as a key performance metric of urban climate sensitive design and planning; hands on exercises in tools and process for an integrated approach to climate sensitive planning.

During the Teach In, Students applied their learning in two, real-world examples in climate-sensitive planning (Sri Lanka and Brazil), using the tools learnt and critically approaching different development options to enhance urban sustainability in a manner that is life affirming.

*“. . .this has been the most academically impactful component of the program yet. I was struggling to see how to use this program to integrate my passions for desertification and biodiversity mitigation, public health, and the built environment. I didn't understand that the field of urban climatology was exactly what I have been looking for. I am excited to . . . learn more about this topic, and hopefully find an internship or PhD program so I can get more serious about this.” - Student*

Goals  
included



# Case study: Atlantic Technological University, Galway, Construction Technology

The BSc (hons) in Construction Management programme is a four-year programme is delivered through the Department of Building & Civil Engineering in ATU Galway campus. There is some integration with sustainability currently on this Construction Management programme, the Construction Technology 2 module covers the concept of sustainability but doesn't delve into the 17 Sustainable Development Goals (SDGs).

During the Teach In, a questionnaire was issued to the second year Construction Management students prior to their Construction Technology workshop, this was used to identify the students' baseline knowledge and their current situation or exposure to SDGs on the Construction Management Programme.

The students were given a selection of five SDGs that have been identified as having particular relevance to the construction industry. Based on this, the students indicated that SDG 9 - Industry, Innovation and Infrastructure, and SDG 11 - Sustainable Cities and Communities are sustainable areas of interest, these two topics were the focus of the workshop content. This workshop was used to inform and evaluate the students' experience following the inclusion of SDGs in their Construction Technology 2 module. Following the workshop, a second questionnaire was issued to these students to obtain their feedback. The students believe the SDG knowledge should be provided on their Construction Management Programme to help support the adoption of sustainability within the Construction Sector.

Goals  
included



# Case study: University of Derby, Psychology and Social Care

Psychology in the Modern World introduces first-year undergraduate students to a range of topical issues and considers how psychology has helped to improve our understanding of the subjects covered. During the module we also include a focus on psychology in action, where we encourage students to develop compassionate communication skills and focus on the way that they interact with others.

**Approach to the Teach In** - Educators focused on a number of areas relevant to the SDGs, exploring the relationship between psychology, nature and wellbeing, the psychology of food preference and compassionate communication skills.

During seminar discussion groups, students developed understanding of key theories explaining the positive benefits of nature on wellbeing and explored some of the explanations for how food preference can develop. Underpinning these seminar discussions is an approach to teaching compassionate communication skills which encourage students to focus on developing helpful communication skills in themselves and supporting others in the group to contribute fully to the discussion. Students learned to recognise or anticipate distress or disadvantage in themselves or others, and importantly to do something about it. This is the ethos of the educators' approach to compassionate communication skills and group work, and it enhances inclusivity and empowers students to fully engage with their learning. Please click [this link](#) to watch an example of a video used when teaching students about compassionate communication skills.

*"I found it really helpful personally, as it encouraged me to actually step back and analyse the way I communicate with my peers in a way I haven't done before.....showing where I may have been guilty of things like monopolising in group work or conversation, and to introduce productive skills that help the team as a whole"- Student*

Goals  
included



# Case study: Hankham Primary School

Hankham Primary School in East Sussex follows the National Curriculum. At Hankham, the SDGs are fundamental to the school's vision. Educators highlight to pupils how the knowledge and skills covered throughout various curriculum areas are linked and interdependent and how they support and promote the SDGs. Please [click here](#) to read more about the Hankham Primary and their work with the SDGs.

**Approach to the Teach In** - The individual SDGs are displayed in full colour in each classroom and teachers refer to them as relevant during lessons and in assemblies. The SDGs are also regularly referenced in schools newsletters.

Click on the subjects below for examples of how Hankham Primary School promotes the SDGs in different subject areas:

- [Science](#)
- [English](#)
- [Humanities](#)
- [French](#)
- [Physical Education](#)

Goals  
included



# Case study: Heart of Worcestershire College, Sports Development

“The Common Wealth Games are coming to Birmingham this summer. Birmingham is a city very close to the college I teach at! So really relatable to my learners. When I started to look into what the Common Wealth Games were doing for sustainability, it go me really excited they have so many things happening to target SDGs. They are aiming to be the most sustainable commonwealth games ever!” - Educator in sports development at Heart of Worcestershire College.

**Approach to the Teach In** - Educators planned a lesson around the awesome things the Common Wealth Games are doing to be more sustainability, linking these discussions to the SDGs. Linking to the SDGs allowed for quizzes, discussion and reflecting on how students can learn from what the Common Wealth Games are doing and practice this sustainability across other sports events in the UK.



# Case study: Keele University, Chemistry

The Environmental and Sustainable Chemistry module puts chemistry in the environmental, social, political and economic context by considering the impact of chemicals and chemistry on the world. It is taken by first-year single honours chemistry students and has run for 10 years.

Why are some chemicals harmful to living things? How do they get into the environment? How do we trace pollution back to the source? These were the big questions students worked on during the Teach In, considering Environmental Toxicology and Environmental Forensics.

The Teach In started with an overview of basic toxicology and how chemicals interact with living systems, including working through some sections of ToxTutor between sessions. Students then used an online simulator called Safe Chemical Design to design surfactants (soap molecules) that were ‘benign by design’.

In the second week, students worked on tracing the source of pollution through a mini-problem based learning activity based on ‘A Dip in the Dribble’ activity from the Royal Society of Chemistry. Mini-problem based learning is a group based activity taking place within a single teaching session. Students develop skills in decision making, negotiation, communication, finding and evaluating information, and problem solving alongside applying subject knowledge and concepts taught previously. **The sustainability context makes simple chemistry concepts such as making a chemical have real-world implications and relevance.**

*“[In this module we are] ... learning and appreciating how we need to be more sustainable and [about] the importance of sustainability in chemistry” - Student*

Goals  
included





# Case study: University of Exeter, Politics

The Politics and Policies of Youth Engagement is a module exploring the complex and evolving narrative of young people's engagement, or disengagement in politics and policy, including barriers to engagement that young people may face.

**Approach to the Teach In** - Both the content within the course, and the approach of the course, centred sustainability, particularly by focusing on problem solving through conceptual openness and discourse and utilising existing topics within the module to provide spaces for sustainability discussions. Students engaged in and developed sustainability skills through:

- Self-directed research to inform a whole group debate on the role of political education for participation and wellbeing
- A second debate on the future for a sustainable democratic model, using analysis of data on inequalities of access and inclusion
- A 'Re-designing Democracy' task aimed at identifying practical, and theoretical solutions to including excluded voices and developing more responsive institutions of governance
- Collaborative policy brief creation with recommendations for educational reform to overcome barriers to participation in young people



# Case study: Atlantic Technological University - Galway, Natural Resources and the Environment

Aquatic Resource Management covers a range of topics in relation to management of aquatic resources such as fisheries and the complexities of managing resource exploitation with conservation of ecosystems and species.

**Approach to the Teach In** - During the Teach In, the SDG framework was introduced to students. Later during class discussions, students were asked to explain the relevance of specific SDGs to the topic being discussed. For example, when discussing illegal, unregulated and unreported fishing students identified SDG 1, SDG 8 and SDG 14 as some of the relevant SDGs and they provided explanations for their decision.

The next step is to explicitly include the topic of sustainable development in relation to fisheries in the assessment of the module.

*“In addressing a broad challenge such as sustainable fisheries it is vital that we provide students the opportunity to consider the topic from as wide a viewpoint as possible. The SDGs provide a useful framework within which to do this and through identifying the relevance of various SDGs within the overall topic a richer learning experience is obtained.”* - Educator



# Case study: University of the West of England, Health and Social Wellbeing

This module focuses on the essential concepts of sustainable health care in the context of ensuring public health is maximised. Specifically, the module looks at the context of environmental damage and how this has a direct impact on humans across the globe. Students will be able to apply the principles of sustainable healthcare to the context of public health and recognise how the biggest public health crisis demands action by healthcare professionals to ensure the most vulnerable on the planet are protected and empowered.

**Approach to the Teach In** - the SDG focus began with a seminar exploring the UN SDGs. This provided context and underpinned knowledge for an Enquiry Based Learning session. Students were split in to 17 groups (in each seminar group) and were given a specific task to undertake in relation to their goal. Two example tasks included:

SDG 5 - Design a programme considering how could young women in Bristol be supported and mentored to start cooperatives and social enterprises that address regeneration issues? How might these improve health?

SDG 9 - Design a neighbourhood considering how could whole systems design solutions (built environment, green space, transport links, jobs and employment, energy production and use, water and sanitation and land use) benefit health of a community?

Goals  
included



# Case study: Falmouth University, Business

**Collaborative Project: Growth Challenge** is a 12-week course that takes place on campus. It encourages future entrepreneurs to create a solution that solves a real problem and focuses on growth. As part of their assignment, they need to imagine how they would grow their business or solution using common growth strategies over time.

**Approach to the Teach In-** *“Before the Teach In period, I have taught what we most commonly think about business growth: success looks like exponential growth of revenue and profits. We talked about big corporations such as Amazon, Apple, Google, etc.*

*During Teach In, I encouraged students to think critically about the impact that the infinite pursuit of revenue has on our planet and people. First, we looked at the triple bottom line, the SDGs as a whole and then individually. They also identified relevant SDGs for their projects. Next, we applied sustainable business models canvas to their business ideas. The idea here was to get them to think about sustainability from the starting point of creating a business and integrating it into their long-term growth strategy. Finally, we debated Sustainability vs Profitability in business and realised that companies could do both.”* - Educator in Business

Goals  
included



# De Montfort University, Accounting

International Public Sector Accounting and Finance embeds the SDGs in teaching, learning and assessment. For example, the second part of the module examines financial reporting in terms of reforms to increase democratic involvement and scrutiny increasing accountability of governments.

**Approach to the Teach In** - The Teach In was the focus for the second assignment for the module - asking students to consider how development partners can help low and lower middle income countries improve their state financial governance.

The Teach In also supported the module's lecturing team to create [case studies](#) linking their work on international financial institutions and governments to Goals 16 and 17. This allowed for a relaxed discussion on the practical realities of working with lower income and lower middle income countries, bringing the whole aspect of SDGs into the real world of employment and career opportunities.

*“Loved our seminars and every discussion that we had on the go. You’ve definitely opened our minds to a different way of thinking and encouraged people to research and take interest in current affairs. Brilliant module! Brilliant team!”* - Student

Goals  
included



“My students are fantastic. They took on this, as all activities, with care and empathy. We produced two Padlet boards the weeks of the SDG teach-in, to record our discussions linking the histories of Dam-building and population control (focusing on India and China) in particular to contemporary debates about reproductive health and rights, hydro politics, environment, and social justice. We mapped our discussions onto the SDGs, and came up with some key 'lessons of history' for contemporary development practice.”

*Lecturer, UK University*

# Online Engagement

# Keele Students' Union

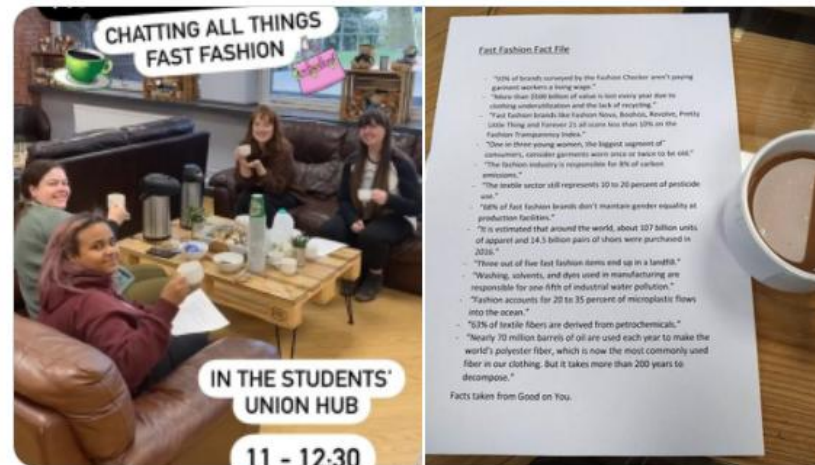
Every year, educators and students share their experience of the SDG Teach In on Twitter and other social media using #SDGTeachIn. Here are a range of examples of the 2022 SDG Teach In online engagement.



Busy day for @GreenKeele !!

Our first Climate Cafe in the Hub (by Weigh to Go) discussing all things sustainable and fast fashion... 🍰

Particularly relevant during the #SDGTeachIn and Student Money Saving Week @KeeleSU





# University of Exeter Careers Service



UoECareers  
@UoECareers



This week is the start of the [#SDGTeachIn](#) & we've got some special episodes of the [#CareerZonePodcast](#) for you. Recent graduates share their advice on how to enter the Green sector & you can find out how the SDGs relate to your career planning. Listen on Spotify & iTunes



# Dundee and Angus College



D&A Environment Team  
@EnvironmentD\_A



Our Climate Emergency Assistants at their [#SDGTeachIn](#) engagement stands at [@dundee\\_angus](#) Arbroath Campus. We have an [#SDG](#) Pledge Tree and a carbon footprint chart, so come along and see us. Kingsway Wednesday 9th and Gardyne Thursday 10th.



# Dundee and Angus College



Christine Calder 🌱🐟🌍  
@Cvcalder

...

As the [#SDGTeachIn](#) draws to a close I spent the most interesting and enjoyable couple of hours with some fantastic [@DAsportsfitness](#) students exploring the links between climate change and sport [@sosukcharity](#) [@EnvironmentD\\_A](#) [@TeachSDGs](#) [@SDGoals](#) [@EAUCScotland](#)









**Heather Baid**  
@HeatherBaid

...

#SDGTeachIn activities today:

- ➡ Used @SusHealthcare's principles of sustainable clinical practice while teaching IV fluids, inotropes and nutrition to ICU nurses #sustainablecriticalcare #SDGs #globalchallenges
- ➡ @phreportcard planning with @nurse\_child and @NurseAlison1

 <p><b>Patient empowerment and self-care</b></p> <p>Support patients to take a bigger role in managing their own health and healthcare</p>	<p><b>Prevention</b></p> <ul style="list-style-type: none"><li>&gt; Promoting health</li><li>&gt; Preventing disease</li><li>&gt; Reduce the need for healthcare</li></ul> 
 <p><b>Lean service delivery</b></p> <ul style="list-style-type: none"><li>&gt; Services where people need them</li><li>&gt; Streamlining care to minimise low value activity</li></ul>	<p><b>Low carbon alternatives</b></p> <ul style="list-style-type: none"><li>&gt; Preferential use of effective treatment and medical technologies with lower environmental impact</li><li>&gt; Minimising waste of medications, consumables and energy</li></ul> 



# West Lothian College



West Lothian College  
@WestLoCollege

...

Great to see all this activity on campus!  
Students from [@Linlithgow\\_Acad](#) [@southdaleps](#) and  
[@dedridgeps](#) having a great time at our [#sustainability](#)  
event  
[#SDGTeachIn](#)



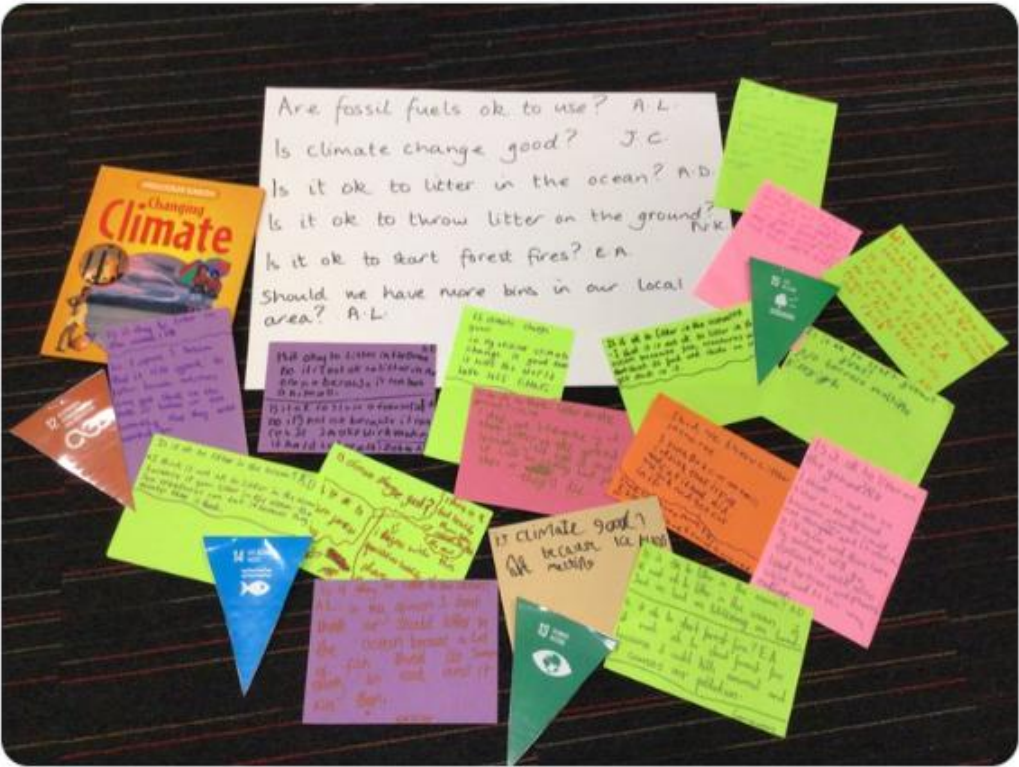
# St Denis Primary School



St\_Denis\_Eco  
@StDenisEco1

...

During our [@St\\_Denis\\_PS](#) Literacy Week Philosophy Jam session we discussed a range of questions about climate. [#SDGTeachIn](#) [#GlobalGoals](#)



# Ongoing Impact and outcomes

# Follow-up survey of students

Every year, we ask all educators who take part in the Teach In to share a survey with their students following their teaching and learning that incorporated the SDGs. Since 2018, students have told us:



**86%** of respondents identified skills or attributes that their learning experience during the Teach In helped them to develop. The most popular were **communication, critical thinking and emotional intelligence**.



**67%** would like to learn more about the SDGs, **85%** believe students should be involved in influencing how the SDGs are achieved, and **86%** agree that the issues covered by the SDGs should be incorporated and embedded at all levels of education.



**34%** of respondents had not heard of the SDGs prior to the Teach In, but **97%** were able to identify the specific SDGs covered by their learning experience during the Teach In.



“I have a much broader understanding of pressing issues and have discovered many things I have not considered before e.g. geopolitics, and the complexity of fuel insecurity and the future of fuel use.”

*Student*

# Follow-up survey of educators

Every year, we also survey educators. Here's what they have been telling us since 2018:



**91%** of educators agree that the issues covered by the SDGs should be incorporated and embedded into all courses and **88%** would like to be more involved in action that helps to achieve the SDGs.



**96%** of educators are interested in taking part in the Teach In again in the future (**31%** had taken part in a previous year).



**95%** of educators agree that students should be involved in critiquing and influencing how the SDGs are achieved as well as learning about the issues.

# What's next?

# Education for Sustainable Development beyond the Teach In

We need to deliver Education for Sustainable Development all year round, not just two weeks each year. SOS-UK run a number of campaigns, programmes, workshops and consultancy to support staff and students to lead on and learn for sustainability within the education sector. Find out more by clicking on the icons below:

**nus**

**Responsible  
Futures**

Responsible futures: a whole-institution supported accreditation mark to embed social responsibility and sustainability into formal and informal learning.

**nus**

**for Good**

For Good: an online platform to facilitate partnerships between students, organisations and institutions to undertake projects, dissertations and placements for social and environmental good.

**TEACH  
THE  
FUTURE**

Teach the Future: an inclusive campaign by secondary and tertiary education students to greatly improve education on the climate emergency and ecological crisis in the UK.



Learning Academy: our hub of learning and development, with a range of opportunities designed to progress sustainability across the education sector.

Please get in touch if you would like to discuss additional support from SOS-UK or find out about any of our programmes and campaigns: [hello@sos-uk.org](mailto:hello@sos-uk.org)

# Sustainable Development Goals and Education for Sustainable Development curriculum mapping

At SOS-UK, we also offer a support package for mapping the Global Goals across all modules/courses within the formal curriculum through a student-led audit.



As we've seen from the Teach In, universities, colleges, and students' unions are increasingly examining how they might map their teaching and learning onto the SDGs, and we know there is significant demand from students for greater inclusion of the SDGs in the formal curriculum (**79% would like them incorporated and promoted through all courses**). In response to this institutional and student demand, the University of Winchester and NUS developed a training and support package for mapping the curriculum to the SDGs through a student-led audit, led by SOS-UK.

Please get in touch if you would like to discuss this offering for your faculty or institution: [hello@sos-uk.org](mailto:hello@sos-uk.org)

## Benefits can include:

- Institution-wide engagement with the SDGs
- Identifying many unknown pockets of good practice and allies
- Student skills development and leadership
- Increased buy-in from faculties
- Increased support for academics

“The most important thing  
I’ve learned from the SDG  
Teach In is that it is possible  
to have a better future.”

*Student*

The sixth SDG Teach In will take place  
1<sup>st</sup> March - 31<sup>st</sup> March 2023. Follow SOS-UK and  
sign up to our newsletter to be kept up to date  
and get involved!

Sign up to the SOS-UK newsletter

<http://sos-uk.org>

Educators can pledge to take part in the 2023  
campaign using the [online form here](#).

