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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Narrating the SDGs: A Local Perspective | | |
| **Discipline:** Suitable for All | **Type:** Reading, In-Class Exercise, Discussion | **Time Commitment:** 1-2 class sessions | **Category:** UN SDGs; Equity, Justice, Sustainability; SLCE |
| **OVERVIEW:**  The UN SDGs often seem unattainable. They are broad, and the scope often reads as theory rather than praxis. This tool incorporates a local community partner’s initiative into a global discussion of the possibilities of regenerative agriculture to address hunger and inequality. To enact change, narrative and storytelling are the modes to realize the UN SDGs toward creating sustainable infrastructure and communities. Most importantly, students will learn how to apply community-centered narrative to their own fields and research projects. After viewing a brief TEDx Atlanta talk by Akissi Stokes—the Founder of the Atlanta company Wundergrubs—on changing our minds about food and sustainability, students will implement personal narrative to transform community-based sustainable developmental goals into applicable practice for global concerns. Additionally, students will learn why addressing theory in terms of practical application matters for our world and in their own disciplines.  This tool also may be used as a template for incorporating work with other community partners engaged with sustainable food and regenerative agriculture into courses.  This tool was contributed by Mike Lehman, Marion L. Brittain Postdoctoral Fellow | | | |
| **INSTRUCTIONS:**  This lesson includes a pre-class reading and video, in-class discussion, in-class assignment, and after class reflection. See below for detailed instructions. | | | |
| **STUDENT LEARNING OUTCOMES:**  **After completing this [lesson/unit/activity/project], student will be able to:**   1. **Identify** relationships among ecological, social, and economic systems 2. **Research** and discuss UN SDG goals and their significance to the learning community 3. **Evaluate** how decisions impact the sustainability of communities 4. **Practice** narrating outside research on sustainability for a general audience | | | |

**Instructions**:

This teaching tool is designed to be a student-focused collaborative discussion with an in-class assignment that focuses on narrating the UN SDG goals by looking at global and local examples of food production and regenerative agriculture.

***Background and Purpose:***

The UN SDG Goals are often the main talking points when discussing sustainability in the classroom. Yet, we often do not consider how these goals are articulated to our students or how our students disseminate their work in consideration of the SDG goals to the public. The purpose of this tool is to foster a discussion-based, interactive class session that teaches students how to conduct research on a topic surrounding sustainability, make rhetorical choices to engage an audience, and reflect on how their work through this lesson connects to the UN SDG Goals and why it is relevant to their own disciplines.

***In preparation for class:***

1. Ask students to watch/read:

* Watch <https://youtu.be/u8tZ2sP87Uo> by Akissi Stokes
* Read <https://www.nytimes.com/2022/06/17/climate/peecycling-farming-urine-fertilizer.html> by Catrin Einhorn(Instructor will need to provide .pdf of article to students because of NY Times paywall)

1. Ask students to briefly review UN SDG Goals:
   * Review infographic <https://sdgs.un.org/goals> from UN Department of Economic and Social Affairs

***During class:***

Each activity is designed to be conducted in groups of 4-5 students (adjust depending on class size)

**Class Discussion (to be completed with shared Google doc or alternative)**

For this part of the class, a Google or alternative shared doc should be shared with students to discuss questions and take notes and provide answers to the questions for a larger class discussion to follow.

Discussion Questions:

Questions should be shared with students via Canvas and can be displayed using the classroom projector as they are filling out and discussing the questions.

1. What is the potential of WunderGrubs’ product, and how can you imagine it being implemented in the local community through all its aspects: food; waste; fertilizer, etc?
2. How does Akissi discuss her company and project? What moments of the video struck you as the most effective ways to address the public? How might you use similar communication strategies to discuss your own work or what we do in this class?
3. WunderGrubs is a local company with global implications, while ‘Pee-Cycling’ is used globally with local implications. What are ways you can discuss and narrate the future possibilities of these two concepts to engage with your peers across the university or with the Atlanta public?

After the in-class group work, facilitate a robust discussion about the purpose of regenerative agriculture and sustainable food production in relation to our local community. Students can present their answers through their groups, or the instructor can open-up discussion going through each discussion question. Instructors can guide class discussion to focus on how we think about global frameworks, such as the UN SDG goals, and why it is important to consider how they relate to us, our communities, and research.

Purpose: to have students engage in critical thinking about how to apply their readings and research to the overall course theme or to their own disciplines.

**In-Class Activity (to be completed with shared Google doc or alternative; students should add their ‘prop’ to the Google doc during their demonstration)**

**Prompt:** First, continue discussing how the article ‘Pee-Cycling’ expands on the idea presented in Stoke’s video about how we need to think about diverse ways to think about the future. What is the potential presented in ‘Pee-Cycling,’ as well as its limitations? Next, your group will develop a way to promote or market ‘Pee-Cycling’ to a general audience. You will need a prop for this, which could be a photo, object, skit, etc. that you find outside the classroom (but on campus). You will pitch your idea to the rest of the class. This should take 20-25 minutes.

**Purpose:** Students actively develop a way to market regenerative agriculture using evidence from the GT campus. They will communicate and narrate their message for a general audience. This activity brings together group research and class discussions on communication choices when disseminating knowledge to an audience outside academia.

**Wrap-up**

To wrap-up, the instructor should connect the activity and discussion to the course topic and discuss the significance of connecting their own research and the UN SDG goals to the general public through engaging, practical communication.

***After Class:***

**Discussion Post/Reflection**

Via Canvas, students can write a reflection as a discussion post.

**Prompt:** How did your group work and class discussion allow you to re-envision the importance of how we communicate the UN SDG goals to a general audience? Why is it important to provide narration to frame your research or the class topic to the public? In what ways can you effectively do this?

**Extensions and Adaptation for Different Course Sizes**

This tool can be adapted for both large and small classes. For larger classes, the group work remains the same, but there is less individual and group presentation. For large seminars, the instructor would need to guide the discussion toward the goals for the class session.

For small classes, the instructor could use this tool for 1-2 classes. The “Optional framework” below creates an opportunity to split the lesson into two sessions, or for a summer course to use the total tool for an entire day.

To extend the lesson, instructors could have students look at the additional resources, or offer opportunities for students to conduct brief research on the economics and history of food production for in-class discussion.

**Extensions**

**Optional Framework**

This extension can be used to generate discussion before implementing the above tool to broaden the study into two class sessions. To frame the class discussion and a larger discussion of food consumption and waste, begin with a simple prop: a banana. This framework gives students an opportunity to engage with a longer history of the colonial and imperial formations of food production that continue into the current moment, but also how people are actively seeking to solve issues through sustainable food production and regenerative agriculture. For example, students might find short videos and other online sources which will spark discussions about the need to reconsider our understanding of common food staples. Students can be asked to do a few things with the prop:

1. Research where the banana came from, why it is so cheap, what is done with the waste, and how it ended up in our local market.
2. Connect the research conducted to the video about WunderGrubs. Consider the significance of what Stokes’ company does in comparison to multinational food production.
3. How does the history of the banana production and the future potential of mealworms show the value of considering the UN SDGs in your own fields?

Individual student work: 10-15 minutes; full class discussion and transition to class discussion: 20-25 minutes

Purpose: to have students collaboratively engage in research and to clearly articulate their research and its significance to WunderGrubs and the UN SDG goals to the rest of class in 3-5 minutes per group. For larger classes, you can ask students to discuss what they learned, and the instructor can guide discussion.

**Additional Resources**

**Related Teaching Tools**

* [Teaching local/global connections through case studies](https://serve-learn-sustain.gatech.edu/teaching-localglobal-sdg-connections-through-case-studies)
* [Intro to Equitable and Sustainable Development](https://serve-learn-sustain.gatech.edu/introduction-equitable-and-sustainable-development)
* [Environmental Justice and the UN SDGs: a WAWA Case Study](https://serve-learn-sustain.gatech.edu/environmental-justice-and-un-sdgs-wawa-case-study)
* [Fundamentals of Equity in the Sustainable Built Environment](https://serve-learn-sustain.gatech.edu/fundamentals-equity-sustainable-built-environment)

**Student Produced Resources about WunderGrubs and Sustainable Food Production**

* Student Created Interactive Brochure, <https://view.genial.ly/62d98adf61bb620011351d3c/interactive-image-final-artifact-1-wundergrubs-interactive-brochure>
* Student Created Video, <https://www.youtube.com/watch?v=q6lgkD1gAwg>
* Student Created Video**,** <https://www.youtube.com/@WunderGrubs>
* Student Created Presentation, <https://prezi.com/view/UQSbcRjs7TOi2hbzlHVd/>
* Student Created Website, <https://sites.google.com/view/recipeproposal/home?authuser=0>
* White Oak Pastures: <https://www.youtube.com/watch?v=XXHaptdfq90&t=91s>
* UN SDG Goals and Student Resources, <https://www.un.org/sustainabledevelopment/blog/category/student-resources/>

**Academic Resources**

* “A Vitalist Politics,” from *The Nutmegs Curse*, Amitav Ghosh, <https://www.degruyter.com/document/doi/10.7208/chicago/9780226815466-019/html?lang=en>
* *Late Victorian Holocausts: El Nińo Famines and the Making of the Third World*, Mike Davis, see “Introduction”
* “Reading List” from California State University, Chico on Regenerative Agriculture, <https://www.csuchico.edu/regenerativeagriculture/resources/reading-list.shtml>
* “What is Regenerative Agriculture?” Newton et al, <https://www.frontiersin.org/articles/10.3389/fsufs.2020.577723/full>

\*If you would like to engage a speaker from WunderGrubs or other community partners or SLS partners on campus, please contact Dr. Ruthie Yow, [ryow6@gatech.edu](mailto:ryow6@gatech.edu)