

CREATIVE AND HANDS-ON SDG EDUCATION

Explore and document SDG7 on ENERGY with your students

The Fondazione AEM, in partnership with the World Access to Modern Energy (WAME) project, is inviting teachers and students (12-16 years of age) to learn more about the UN Sustainable Development Goals, all while having fun and learning about photography from a professional. This activity can be organized as an extra-curricular activity, or as part of the national curriculum.

Engagement in this project requires a minimum engagement of four lessons and access to the internet. The project tools and engagements are available in English or Italian.

STEP 1 – [Watch the UNITED NATION Film](#)

<https://www.wame2030.org/lessons/25/nations-united-urgent-solutions-for-urgent-times-presented-by-thandie-newton-13-16-year-olds>

This short film provides an excellent way to introduce the United Nation (UN) Agenda 2030 and the Sustainable Development Goals (SDGs) to your students. In approximately 30 minutes it tells the story of the world as it is, as it was, and as it could be. It focuses on the solutions and action we need to tackle climate change, poverty, inequality and injustice. The film is available in English language with the possibility to generate subtitles in various languages.

Activity: Ask the students what their top priority SDG Action would be and why if they were the newly elected President of the World (written assignment or open class or group discussions).

STEP 2 – Explore the following photographic publication

[Energy Portraits – Universal Access to Modern Energy \(SDG7\)](#)

https://www.wame2030.org/files/immagini_lesson/2019/9/energy_portraits_Florence.pdf

Energy Portraits aims to represent a variety of contexts in which the energy access challenge takes place. The camera of Marco Garofalo respectfully enters the households of nearly a hundred families in three continents: Africa, South America and India, to depict, with a common format, ordinary families with their electric appliances.

The variety of technological solutions and consumers' needs combine to create countless different situations. Photography captures and documents the complexity of the energy access challenge, which mostly occurs in conditions of extreme poverty.

Activity: Ask the students to select their favorite photograph and story and explain why they picked the specific one (written assignment or open class or group discussions).

STEP 3 – Live class with WAME and Marco Garofalo “Documenting my energy story”

We all play a role in Agenda 2030 and in meeting the SDG's. Young people play a particular role as they set the trends of the future and will become the leaders of tomorrow. Help them gain awareness about their own energy consumption by participating in the Energy SELF Portraits contest, where they will document the energy use of their family through a simple photograph and short story. Pia Lovengreen Alessi will explain how and why we can all contribute for SDG7 and Marco Garofalo will assist the

students in taking their Energy SELF Portrait by describing the necessary steps to take the perfect energy portrait.

Activity: Conduct a live class with WAME which will help the students understand how they can contribute to meeting SDG7 and document this through the Energy SELF Portraits contest

HOW TO JOIN THIS INITIATIVE?

Contact Pia Lovengreen Alessi at WAME and schedule the date and time for the online video-lecture and together plan the steps needed to take to prepare the students for it.

During the month of **February and March 2021**, the Energy SELF Portraits contest will give special visibility to the contributions of young people, and two special categories will be open only to young people: Category **UNDER 20** (for middle and high-school students), and Category **UNDER 30** (for young people attending further education or working in a relevant field).

OPTIONAL ACTIVITIES (requiring an additional 2-3 lessons to complete):

Depending on the age-group undertake one of the following activities

[Complete the Lesson Plan on Decoding SDG 7 \(11-14 years of age\)](https://www.wame2030.org/files/immagini_lesson/2019/10/ENERGY_and_CLIMATE_CHAN)

https://www.wame2030.org/files/immagini_lesson/2019/10/ENERGY_and_CLIMATE_CHAN_GE_Lesson_Plan_FINAL.pdf

With the help of the story of William Kamkwamba the lesson aims to demonstrate the importance of having access to energy, especially electricity, for families and communities in the developing world. The story of William is presented through his engaging TED-Talk or alternatively it is available as a film entitled "The boy who harnessed the wind", on Netflix.

Follow the instruction in the Lesson Plan and plan according to the time available.

[Exploring energy access and its nexus \(14-16 years of age\)](https://www.wame2030.org/files/immagini_lesson/2020/4/20.04.20_EXPLORING_ENERGY)

https://www.wame2030.org/files/immagini_lesson/2020/4/20.04.20_EXPLORING_ENERGY_ACCESS_AND_ITS_NEXUS_FINAL.pdf

This publication is drafted specifically to help the young people understand some of the complexities of sustainable development and aims to raise awareness about the importance of access to energy and provide a detailed analysis of the problem, its evolution and interconnection with other important challenges of our time. It also proposes different solutions and every-day actions that we can take to save energy and fight climate change.

Activity Lesson 1: Ask the students to read the Introductory Summary and Part 1 of the publication and ask them if they think sustainable development is important and why (written assignment or open class or group discussions).

Activity Lesson 2: Ask the students to read Part 2 of the publication and ask them which of the nexus areas that are most important to focus on in their opinion and why (written assignment or open class or group discussions).