**Resources for Teaching with the SDGs**

There are many helpful resources designed to support the development of curricula related to the SDGs and to integrate teaching about the SDGs into existing courses. A number of these resources reflect decades of research, practice, and reflection on what it means to support student learning related to sustainability. The terms associated with this field of study and practice have changed over time and include: Environmental Education; Ecological Literacy; Education for Sustainability; Education for Sustainable Development (ESD); and, most recently, Education for the Sustainable Development Goals (ESDG).

ESD and ESDG frameworks typically categorize different kinds of knowledge and skills considered to be important for preparation that equips students to contribute to a more just and sustainable future. ESD and ESDG frameworks include a wide range of these different kinds of knowledge and “competencies” considered to be important for understanding and engaging in complex societal challenges. For example, the United Nations Educational, Scientific and Cultural Organization (UNESCO) groups learning objectives into three categories:

1. Cognitive learning objectives
2. Socio-emotional learning objectives
3. Behavioral learning objectives

Here is one example for each category for SDG 1: No Poverty, adapted from UNESCO’s (2017) [Education for Sustainable Development Goals: Learning Objectives:](https://www.unesco.de/sites/default/files/2018-08/unesco_education_for_sustainable_development_goals.pdf)

1. **Cognitive learning objectives**: *Learners can provide examples of effective poverty reduction policies and distinguish between deficit-based and asset-based approaches to addressing poverty.*
2. **Socio-emotional learning objectives**: *Learners reflect critically on their own role in relation to structural factors that contribute to poverty.*
3. **Behavioral learning objectives**: *Learners identify and engage in public and private decision-making processes that influence poverty generation and alleviation.*

You may find it helpful to think through your SDG-related learning objectives in reference to these categories.

In addition, you may also want to consider whether you want to include knowledge of the SDGs as a framework and its purpose and uses in your learning objectives.

**For further exploration in ESD/ESDG: Sustainability Competencies**

If you are interested in exploring “key competencies” for sustainable development in greater depth, consider reviewing UNESCO’s (2018) [Issues and Trends in Education for Sustainable Development](https://www.sustainabilityexchange.ac.uk/files/unesco_-_issues_and_trends_in_education_for_sustainable_development.pdf). The authors of this resource identified the following competencies as common to frameworks:

| Systems thinking | Anticipatory | Normative | Strategic |
| --- | --- | --- | --- |
| Collaboration | Critical thinking | Self-awareness | Problem-solving |

In addition to these competencies, and consistent with the socio-emotional category included above, ESD recognizes that values, motivation, and opportunities are essential for transforming capabilities into actions.