SUPERHEROES Action Plan

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1. Introduction

The successful implementation of activities, tools and solutions to improve the awareness and understanding of SDGs among the school (educational) staff and student body requires a strategic vision and approach.

The work of single teachers taking action and empowering the students is not enough: the engagement of the whole school ecosystem is required, in order to make the implementation structural and systemic within the school context.

The SUPERHEROES Teacher Action Plan supports you in applying SUPERHEROES in your classes, course or subject.

The Action Plan provides a set of ideas and questions to help you to design your own approach and plan of action to SUPERHEROES which is tailored to the specific characteristics of your class, course or subject.

The different chapters include questions, checklist and tables you can use to develop your own plan of action, there are prepared so you can use them directly to fill in your thoughts, reflections and ideas. The plan assumes that you are the expert(s) of your classroom context, so what you need is getting useful insights and ideas on how to adapt SUPERHEROES to your needs.

1.1.   How to use the Action Plan

You are a teacher who believes that the SDGs is a topic that should be addressed in your classes, and you think that the SUPERHEROES methodology and materials, applying the local challenges are an appropriate way to go about it.

Or, for example, you are a teacher that believes that enhancing awareness and understanding on SDGs through the application of local challenges would benefit your students and increase their learning process,

You learnt about SUPERHEROES, and you would like to introduce its ideas, practices and philosophy within the context of your own teaching.

When introducing SUPERHEROES in your classroom context you need to be aware of the reasons inducing you to do that. You need to move from the idea that working on a specific subject, to the reflection on:
- WHY your school needs working on SDGs and use local challenges,
- WHAT are the practical goals you want to achieve
- HOW you think SUPERHEROES could help you reach such goals.

Addressing SDGs is very wide and general and needs to be declined considering the specificity of your class, course or subject and the practical benefit it could get by focusing on this topic.

To start your journey in introducing SUPERHEROES in your classes, courses or subjects, we have developed a series of questions which help you to define in a clear way why you should consider SDGs of utmost importance. The answers to the questions not only contextualise your own plan of action but are powerful messages in your interactions with all involved in the educational process and allow you to interact and convince them and other stakeholders of the soundness of the journey you have embarked on.

2. How to explain the relevance of SUPERHEROES in your school

2.1. SDGs in Education

SDGs have a huge part to play in today's classrooms. As a blueprint for making the world a better place, these goals can help engage students and inform lesson plans. Let's take a look at the top 7 reasons why educators should make use of the SDGs in their classrooms.

1.They are good for the planet. SDGs are about more than awareness, though. They also break down each goal into a set of achievable sub-targets. Educators can use these sub-targets to show their students the ways in which they can make an impact on improving the world that they live in.

2. They are good for humanity. Students will get a greater knowledge of challenges faced not only in their own lives but also in the lives of others all around the world. These SDGs highlight the structures behind our society – economic, legal, and political – and their complexities.

3.They teach empathy to the students. This helps the development of students into more well-rounded citizens of the world, and shows them the ways in which they can make a difference in the future.

4.They give lesson plans a new perspective. The SDGs are an ideal filter through which to expand and enrich your lesson plans. Boost classroom engagement by demonstrating the real-world impact of the subjects your students are learning.

5.They are valuable educational source. It shouldn't be overlooked just how much research and information is packed into each of the SDGs..

6.They give focus to classroom discussion. By ensuring that the goals are specific, measurable, attainable, realistic, and timely, they can be used to give focus to classroom discussion.

7.They align with curriculum. They broach a remarkable range of traditional academic subjects such as geography, biology, social sciences, politics, economics, and more.

2.2. Introduction to the SUPERHEROES Methodology

SUPERHEROES is a programme which is aimed to increase the knowledge of environmental and social issues among youngsters. The project targets teachers, students from 12 to 16, and those interested in the development of these youngsters.

The specific objectives of the SUPERHEROES methodology are to:
- Increase awareness on environmental and issues in your own region.
- Increase awareness on environmental and social issues across Europe.

- Increase the active citizenship among students between 12 and 16 years old.
- Develop/improve intercultural skills among students between 12 and 16 years old.
- Increase level of English speaking among students between 12 and 16 years old.
- Develop an innovative learning approach towards challenge identification and problem solving in the field of the SDGs.

The methodology consists of several components that all together make up the programme:

1. SUPERHEROES Lesson Plan: guides teachers how they can support their students in going from getting to know the SDGs, to find and define challenges in their own region related to the SDGs, find solutions for challenges in other regions of Europe and communicate about it with foreign fellow students
2. SUPERHEROES e-Book: visually attractive document with information about the experiences of the implementation of the SUPERHEROES methodology by other teachers who have used the Lesson Plan to do so.
3. SUPERHEROES app: the place where students can upload their challenges, but also solutions, and where students, teachers, decision makers and any other member can also see the challenges and the solutions.
4. SUPERHEROES Action plans: enable teachers and managers to implement the SUPER HEROES methodology for the long term in their teaching activity and/or own school. The present guide is part of this component.

3. Motivation

You have decided to explore the use of SUPERHEROES in your classes, but it is good to have solid reasons for doing this, not only for yourself to have a clear idea on why you are doing this, but also to be able to explain to your students, peers and supervisors/managers on why you need to address SDGs in class and more concretely why you want to do so with the SUPERHEROES methodology.

For many schools and students it is a new learning method that does require some explanations. Below you can find some questions which help you to reflect and then design the message you will give the different parties involved ensuring all "buy into" the project.

Question	Answer
How do you think SDGs relate to your course or subject? Identify which of the SDGs have in your view a direct relation to your subject or course and how the are related.	

What are your goals while introducing SDG related activities related in your class/course/subject? Focus as much as possible on concrete goals, on the basis of the knowledge you have of your students and the course or subject you teach. For instance, saying that "enhancing the knowledge and understanding of SDGs key for (active) citizenship" is more concrete that saying that "enhancing SDGs would motivate students"	
Which type of benefits could the use of local challenges provide to your specific course or subject. Express the reasons using terms like: to reduce, to improve, to increase, to decrease etc… Focus as well on the improvements of teacher skills and capacities.	
What are the benefits of using the SUPERHEROES methodology in your course or subject? Express the reasons using terms such as: to reduce, to improve, to increase, to decrease etc… Focus on several aspects of the learning process: Motivational aspects; learning process related; Skills acquisition; Evaluation and assessment of skills and knowledge	-

4. SDG skills

To start your journey in introducing SUPERHEROES in your classes, you aslo need to make sure you yourself understand the SDGs, if you do not have clear idea on what these are it is difficult to convey the knowledge to your students.

So stop and reflect whether you have a good enough understanding of the topic.

5. Planning

Now that you have a good understanding of the SDGs and your motivation for integrating them in your teaching, using the SUPERHEROES methodology, it is time to prepare and actually make it happen.

The first thing you need to do is (based upon your reflections in the former section) is to set your goals. The SUPERHEROES methodology is flexible and can easily adapt to the curriculum and learning outcomes of your course or subject. It is recommended to set SMART objectives (i.e. Specific, Measurable, Achievable & Time related), so that you have a clear baseline for the implementation process.

Main objective	Define the subobjectives	Define the steps you will take to achieve the subobjectives	Define the deadline for completing the step
Write down what is the main objective of introducing SUPERHEROES in your course or subject.	1)	1.1 1.2 1.3 Etc.	
	2)	2.1 2.2. 2.3	
	3)		
	4)		
	Write as may subobjectives you think to be necessary		

Do not forget to go back to the SUPERHEROES e-Book and Lesson Plan to confirm that the objectives are in line with the proposed methodology.

6. Preparation

With the baseline ready (motivation, SDG knowledge and objectives), it is time to plan for the in-class implementation. You are the expert of your course or subject, as well as the one that knows most about your students, how they learn, what motivates them, etc.

The Action plan therefore does not tell you what do and how to use the SUPERHEROES lesson plan, but helps to reflect on how to align your course or subject to SUPERHEROES.

Based upon the lesson plan there are many way on how to actually implement the methodology, and there is no "one-size-fits-all" solution. The way you do it depends on many factors. Below we highlight a few, reflect upon how these might affect the way you implement SUPERHEROES with your students and then decide on the way you are going to go about it. For instance not being able to connect to internet means either preparing yourself materials to be used by the students (or give instructions on how to use their own).

Factor	How does this affect the way I am going to use SUPERHEROES and what do I need to do to ensure the learning objectives are achieved.
Classroom infrastructure (i.e. PC, internet connection, but also if you are allowed to use mobile phones in class.)	
Age and level of maturity of the students	
Students with learning barriers, (which ones and how does each affect)	

7. Implementation

7.1. Topic 1 - What are SDGs?

The aim of this topic is to ensure that students know the 17 sustainable development goals; have found connection/relation between SDG and their lives and have discussed SDGs.

There are many ways to go about it, and there is no "one-size-fits-all" solution. The way you address the topic depends on many factors. Below we highlight a few, reflect upon how these might affect the way you address SDGs with your students and then decide on the way you are going to go about it. For instance not being able to connect to internet means either preparing yourself materials to be used by the students (or give instructions on how to use their own).

The questions specifically related to the implementation of the SUPERHEROES lesson plan, and not in general, as such you should keep Topic 1 of the lesson plan had hand when doing the reflection.

Factor	How does this affect the way I am going to teach about SDGs, and how do I adapt my teaching.
Are there any pressing issues locally related to the SDGs, and how can you use this.	
Subject or topic taught (e.g. can you focus on all SDGs, or should be more importance given to a specific set based upon the subject taught).	
Are there any things related to the SDGs which are sensitive and might generate issues or negative reactions among your students?	

7.2. Topic 2 - Brainstorm about local SDGs

The aim of this topic is to ensure that students learn how to brainstorm; enhance creative thinking and lateral thinking; work together and understand how to identify (potential) stakeholders.

Have a look at the proposed creativity techniques in the lesson plan, and list the pros and cons of each bearing in mind your own teaching style and the characteristics of your students. Feel free to add on some more the list than one we have provided.

Based upon the outcome of this analysis, decide which ideation technique to use in your session.

Technique/method	PROs	CONs
Brainstorming		
3-12-3 Brainstorming		
Brainwriting		
6-3-5 Method		
Six thinking hats		

5Ws & H		
Mindmapping		

7.3. Topic 3 – How to present the challenge

The aim of this topic is to ensure that students learn how to craft meaningful stories; understand how to apply storytelling techniques and improve their written communication skills.

Bearing in mind the characteristics of your students, think about how you would design the storytelling session, it needs to be designed carefully, at it brings together creative and communication skills.

Below are some questions and assignments which can help you.

When starting to explain storytelling a good way is to ask about the stories that made an impact on your students.

Think about the story that impacted you the most, it can be a fairy-tale, a book, a comic or a movie, and then think how it relates to the 5 part skeleton story structure as proposed by SUPERHEROES. You need to select on which fits the structure. Then you start by telling the students "your story", and ask them to do the same.

Question	*Answer*
My Story	
How it related to the 5 part skeleton	

Once the students have indicated their story you explain the 5-part skeleton and start a short discussion on how the stories they indicated relate to it. Use "your example" to kick start the discussion.

Once you have confirmed they understand the concept and the 5-part skeleton, they can start working on the stories. Be aware the crafting of the stories is done partly in parallel with the Topic 4 in which students design a solution. As this solution is to be included in the story as step 5 of the 5 part story skeleton.

A question you need to answer yourself here is:

Question	Answer
Do I allow only written stories or can students use images, video, drawing etc., with or without the combination of written text.	

Once the story is crafted you have to think about how to share these in-class (and afterwards upload them on the platform). There are different ways, below some examples, think about them and reflect why they would be useful for you (or not).

Question	Answer
Students write down their stories and hand them in, teacher gives written feedback	
Students present their stories to their peer in class, but only teacher gives feedback	
Students write down their stories, and share them on platform, using a voting tool all vote on the stories.	
Students write down their stories, and share them on platform, using a voting tool all vote on the stories. Open class discussion on the voting decisions.	
Students present their stories in class, peers give feedback and teacher summarises and gives feedback.	

If you decide to use peer feedback, check out Appendix C of the Lesson Plan and make sure your students have listening and feedback skills, if not please use the exercises proposed in the appendix to enhance their skills in this respect.

7.4. Topic 4 - Think about solutions, test your solution

The aim of this topic is to ensure that students understand how to think of solutions, learn to test solutions and how to talk with organisations (extra).

The creativity and brainstorming techniques included in the Lesson Plan and used in class for topic 2, can also be very helpful in this part, asking students to brainstorm on possible solutions.

Here are some things to consider, reflect upon each considering what would be the factors that would make it work, and what benefits it would have. Also bear in mind the factors that would hinder the approach (and the related negative effects).

Question	Answer
DESIGNING THE SOLUTION	
Do I practice in class, i.e. do I as teacher pick a challenge and ask them to brainstorm a solution, before they do it on their own challenges?	
Do I let students work in class but directly brainstorm on the solutions for their challenges.	
Do I use the same technique I selected for topic 2, or do I use another one (and why)?	
Question	**Answer**
TESTING THE SOLUTION	
Teacher evaluation: Do I as a teacher (or group of teachers) provide feedback on the proposed solutions?.	
Peer evaluation: Do I ask students to provide feedback on the proposed solution? And how (see options for instance in the topic 3 section).	
External evaluation: Do I ask students to present their solutions to local stakeholders relevant to the challenge & proposed solution?	

If you decide on an external evaluation think carefully about who to involve and ensure that the local stakeholders now what to expect from the students, and the students what is expected of them. You might need to work with them on presentation skills or adapt the story to the audience they are addressing.

For the external evaluation again you need to think about how to get the feedback:

Question	Answer
Students write down their stories and hand them in, stakeholder gives written feedback	
Students present their stories to stakeholders, they give feedback and teacher summarises and gives feedback.	
Students write down their stories, and share them on platform, stakeholders provide written feedback, which is then discussed in class.	

8.   Monitoring progress

As inherent part of your plan of action, you need to ensure that it will be properly monitored.

The quantitative monitoring and evaluation are done through the use of KPIs, that is Key Performance Indicators. Choosing the proper KPIs to focus on is the first step towards measurable improvement and thus success of your action plan. What can be and is measured, gets improved. choosing the right KPIs relies upon a good understanding of what is important for the your own action plan.

> *A KPI is a type of performance measurement (the process of collecting, analysing and/or reporting information regarding the completion of a task with application of knowledge, skills and abilities of an individual, group, organization, system or component). It evaluates the success of an organization or of a particular activity (such as the implementation and progress of the action plan).*

Make sure you choose the KPIs that are directly related to the objectives and goals of your subject or course and in line with the reflections done above. action plan. It seems obvious, but you could get lost in detail when defining KPIs and lose sight of the bigger picture.

8.1.   Defining your KPIs

The table below helps you defining your KPIs for implementing SUPERHEROES in your subject or course. Take the subobjectives defined in the action plan and identify the related KPIs for each. Get at least 3 KPIs per objective. If you need more examples go on-line and do a search for indicators related to the implementation of innovative learning approach based on SDGs in education and get the inspiration you need.

Objective	Quantification of the objective	How to monitor/measure	Related KPIs
EXAMPLE: Increased understanding/interest of SDGs by my students	*At least 70% of the students get a good score on a test on the topic*	*A test on SDGs*	*% of students that score more than satisfactory on the test.*
EXAMPLE: SUPERHEROES implemented	*In-class implementation done in 3 months period*	*Explicit inclusion of approach in the course or subject lesson plan*	*Approval by management of the lesson plan.*