

Self-SDG

Methodological Guide for Teachers



We would like to begin by thanking you for your commitment to supporting your students while using the Self-SDG application. We hope it will be a rewarding and beneficial experience for everyone.

Self-SDG is an application developed over two years within the framework of the European Union's ERASMUS+ program and presented under KA220-SCH Cooperative Partnerships in School Education, project reference: *Self-SDG: Mobile Application for Self-Assessment and Improvement of Commitment to the SDGs 2023-1-ES01-KA220-SCH-000156653*.

Its main objective is to promote collective progress toward a sustainable world, enabling young people to self-assess and strengthen their commitment to the Sustainable Development Goals (SDGs). Self-SDG explores innovative methods of education and engagement, empowering citizens to actively address social and environmental challenges.

Índex

0. Introduction	3
1. Phase 01: Preparation	4
1.1. Setting the date, duration and location of the activity	4
1.2. Collection of permissions	4
1.3. Installing the application	4
2. Phase 02: Getting Started	5
2.1. Introducing the app to students	5
2.2. User setup and student registration	5
2.3. Description of the SDGs and questionnaires	5
3. Phase 03: Shall we challenge ourselves?	6
3.1. Measuring our level of commitment	6
3.2. Launching the challenge and let's play!	9
3.3. Reflecting on what we have learned	11
4. Evaluation of the user experience	12

0. Introduction

Teachers can use the **Self-SDG** application regardless of the specific requirements of their subject, as it offers a versatile and easy-to-use opportunity to actively and independently introduce young people to the **17 Sustainable Development Goals (SDGs)**.

The application allows users to complete challenges at different levels, catering to the diverse learning needs and interests of students, thereby promoting inclusion and individualized support.

Using the **Self-SDG** application not only enhances knowledge of sustainability topics but also develops important digital-age skills, such as problem-solving, independent work, and digital literacy.

The integration of digital tools makes lessons more varied and engaging, which is particularly appealing to young people, as the application adapts to their media usage habits.

Teachers can use the application in class in a variety of ways:

- **Project-based learning:** The application can be used as a tool for autonomous discovery and exploration of sustainability topics, allowing students to develop creative competencies, that is, the ability to actively and independently contribute to a sustainable future.
- **Interdisciplinary use:** Since the SDGs cover multiple thematic areas, the application can be employed across subjects to establish connections between different content areas, thereby promoting a holistic understanding.
- **Individualized support:** Thanks to the different levels of difficulty in the challenges, teachers can use the application specifically to support students with varying levels of performance.
- **Reflection:** Teachers should not simply assign the application as a digital task but use it as a tool to reflect on students' experiences and facilitate the transfer of knowledge to everyday life.
- **Collaborative learning:** The application can also be used in group or classroom activities to strengthen social skills and teamwork.

1. Phase 01: Preparation

1.1. Setting the date, duration and location of the activity

First, a specific date and location should be set for using the application with the students. The activity has a duration of two hours. If only a one-hour session is possible, it could continue in a second session; however, it should be noted that the application does not save data between sessions. The target group is students aged 11 to 16, although students of any age can also enjoy the experience.

1.2. Collection of permissions

The legal guardians of underage students must be informed about the details of the activity; therefore, they should be aware that it will take place.

1.3. Installing the application

Both teachers and students can download the Self-SDG mobile application from *Google Play* or the *App Store*. Once installed, opening the Self-SDG app will display three introductory pages that briefly describe the app's objectives and provide an overview of its functions. Using the language selector, you can choose your preferred language from the start. For more information, you can refer to the [User Manual](#).



2. Phase 02: Getting Started

2.1. Introducing the app to students

It is recommended to present the information clearly and understandably, allowing students to ask questions if they need clarifications. Using visual aids or other resources, such as the app's website (<https://selfsdg.eu/>) or images from the [User Manual](#), can help students better understand the game's procedure.

2.2. User setup and student registration

If the user chooses a teacher account, they will be asked to provide a valid email address. This step is not required for student users. Regardless of the account type, it is possible to access Self-SDG without a user account, although access will be limited (students will not be able to join groups, participate in challenges, answer questionnaires, or track their progress).

To register, students must enter a username and a nickname, which must be different. The username is used to log into the app, while the nickname is displayed within the app (profile and groups). Students can then choose an avatar for their profile.

The home page for a standard user differs from that of an unauthenticated user, as it provides more detailed information about the user's activity within the app. Users can click the left-right arrows to navigate through the 17 SDGs. From the home page, students can join a group, and teachers can create a group.

2.3. Description of the SDGs and questionnaires

To access this section, click on the corresponding SDG in the wheel on the home page. On this screen, you can find detailed information about the selected SDG and complete a **self-assessment questionnaire** to determine your level of commitment to that SDG. **Challenges can only be accessed after completing the initial self-assessment.**

Note: If the full set of 5 questions is not answered, the responses will **not be saved**, and the self-assessment questionnaire will need to be completed again from the beginning.

The self-assessment questionnaire can be accessed in three ways:

1. **From the Home Page:** Navigate through the 17 SDGs and click on the SDG of your choice. You can read the SDG description and then complete the questionnaire.
2. **From the Challenges Page:** Click on an SDG. If you have not yet completed the questionnaire, you will be prompted to do so first. By clicking the Go to SDG Page button, you can read the provided description and then access the questionnaire.

- 3. From the Profile Page:** Click the View SDG Status button, select an SDG under the Not Started section. The next steps are the same as described above.

Once a **challenge is completed**, it can be marked as Done in the Self-SDG app to record progress and earn points. After completing all the challenges for a specific SDG, the challenge will be marked with a green check on the Challenges page.

3. Phase 03: Shall we challenge ourselves?

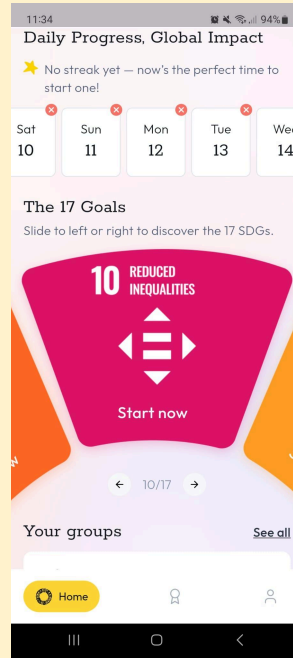
3.1. Measuring our level of commitment

To assess students' level of commitment to the SDG being addressed, teachers can use the beginning of the teaching unit, specifically the session dedicated to pre-assessment of prior knowledge, to complete the self-assessment questionnaire for the selected SDG.

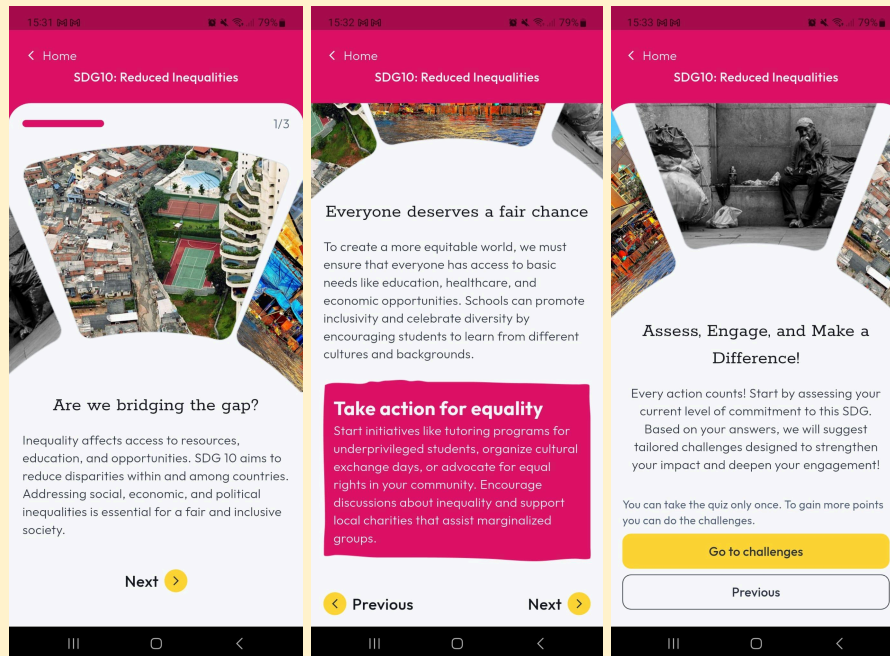
Let's look at an example:

In Teaching Unit X of 3rd year of Secondary Education for the subject Spanish Language and Literature (replace with any subject in the curriculum), *SDG 10: Reduced Inequalities* will be addressed.

The teacher will start the first session with a video, news item, or song to provide context for the topic. After the initial discussion, students will be asked to complete the self-assessment questionnaire to measure their level of commitment to social inequality (SDG 10). To do this, they will be instructed to access the home screen of the app and select SDG 10 from the wheel.



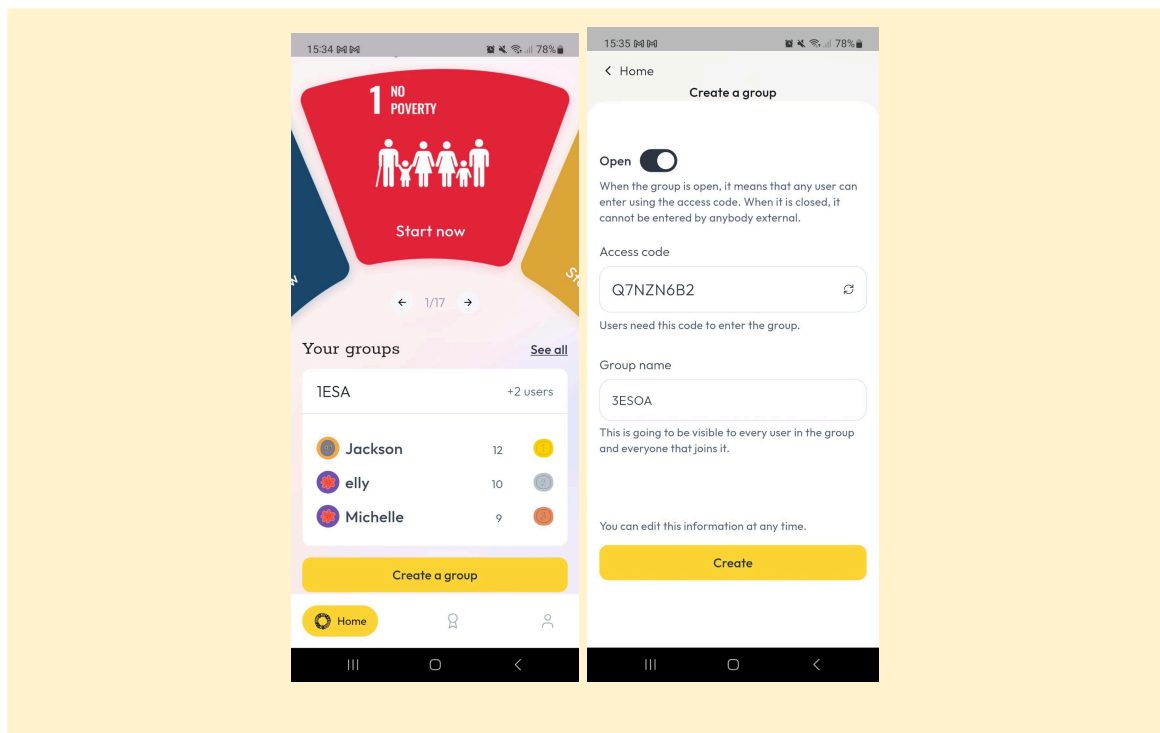
Next, read the three introductory screens for this SDG before accessing the questionnaire.



Once all students have completed the questionnaire, the teacher will assess the group's level of social commitment for the indicated SDG, taking into account the diversity of responses, and will propose the challenge that the entire class will undertake.

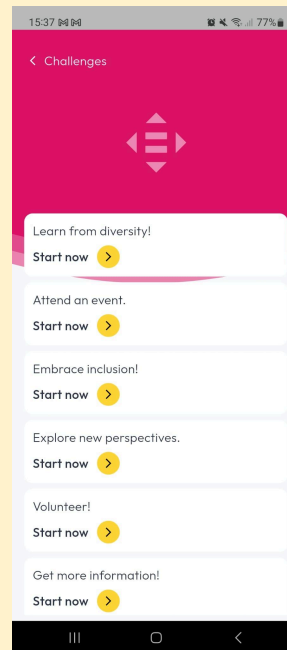
It is time to create the class group, which can be done by clicking the *Create a Group* button at the bottom of the home page or the + icon in the top right corner. Then, follow these simple steps:

- Fill in the group name field.
- An access code will be generated automatically. If the letter/number sequence forms an inappropriate word, a new code can be generated by clicking the *Refresh* icon.
- Click *Create* to save the group. Note that the group name can be edited at any time.
- Copy the access code displayed after creating the group and share it with the students.

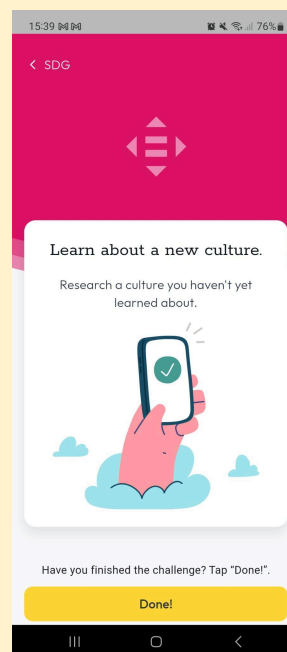


3.2. Launching the challenge and let's play!

Based on the class group's level of commitment, the teacher will select, from among the challenges proposed by the application, the one that best suits the group's starting situation.



The *Explore a new culture* challenge will be launched next.



Students will be organized into groups of 3–4, and each group will be given a **card with the name of a culture** and a **set of questions related to inequality**. The following cultures are provided as examples:

- Sami (Scandinavia)
- Quechua (Andes)
- Rumanía/European Roma
- Berber (Morocco – Algeria)
- Mapuche (Chile - Argentina)
- Indigenous Amazonian minorities

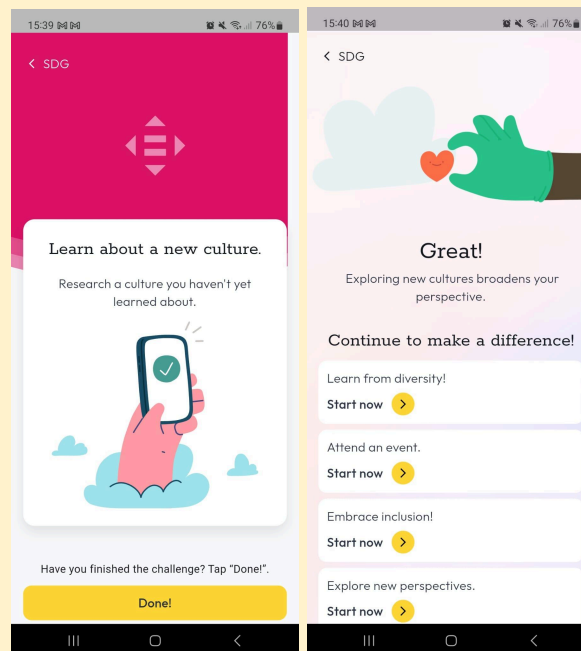
Some **guiding questions** are proposed as examples:

- What type of inequality particularly affects this community?
- How do language, education, or poverty influence this inequality?
- What prejudices or stereotypes does this culture face?
- How do climate change or globalization affect their way of life?

The groups will search for information using their mobile phones or tablets and prepare a short presentation to share with the class, including the following points:

- Culture investigated
- Identified inequality
- Proposed action
- Link to SDG 10

Once all presentations have been completed, groups will be asked to mark the challenge as *Done* in the Self-SDG application.



3.3. Reflecting on what we have learned

The aim of this discussion is to encourage students' critical reflection on the challenges related to the Sustainable Development Goals (SDGs) and to promote greater personal and collective engagement in achieving them.

Suggested discussion outline after using the Self-SDG application:

1. Introduction to the discussion

- What did you think about the experience of using the application?
- What did you learn about the SDGs through the game?
- Was there anything that surprised you or that you did not know before?

2. Connecting with everyday life

- Do you think the SDGs are present in your daily life or in your immediate environment (school, neighborhood, family)?
- What specific examples can you identify where progress is being made or not toward achieving any of the SDGs?
- What role do you think young people play in achieving these goals?

3. Analyzing the game challenges

- Which types of challenges did you find most interesting or motivating?
- Were there any that you found particularly difficult or unrealistic?
- What would you improve in the content or dynamics of the game to make it more useful or closer to your reality?

4. Commitment and action

- After this experience, do you feel more aware of the importance of the SDGs?
- What concrete actions could you take, individually or collectively, to contribute to any of them?
- If you had to choose one priority SDG for your school or community, which one would it be and why?

5. Closing and final reflection

- How could our school better support students' engagement with the SDGs?
- What would you like to see change in your environment to move toward a more sustainable future?

As a final reflection, the following questions can be discussed:

- What small action can a young person take to help reduce this type of inequality?
- What realistic actions can help reduce inequalities within our own environment?
- How does our perception change when we learn about the reality of other cultures?

This is the moment **to encourage students to continue working** on this topic by showing them all the **challenges available in the application** that they can take on.



4. Evaluation of the user experience

We would appreciate it if you could provide comments, observations, or additional suggestions regarding your experience using the Self-SDG app through the form linked below. Your feedback is essential to help us improve the application and its implementation in the classroom.

[Link to the evaluation form](#)

Disclaimer:

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