

Reclaiming Hope with Sustainability: Practical ways to Integrate the UN SDGs into Any Course



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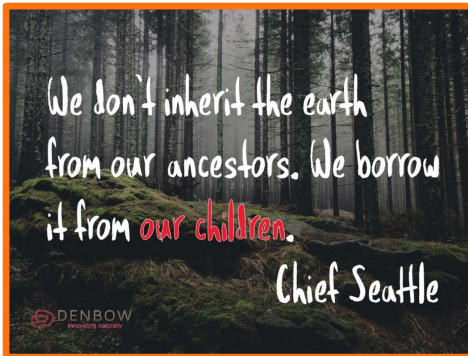
Workshop Objectives

- By the end of this workshop, you will be able to:
 - Describe why sustainability and SDG literacy matter in any field, in relation to SDG 4.7.
 - Identify 1–3 SDGs that align with an existing course you teach.
 - Redesign one assignment or class session to explicitly reference the SDGs and real-world impact.
 - Apply hope-centered, accessible strategies that support diverse learners while keeping workload manageable.



Why Sustainability Literacy Matters Across All Fields?

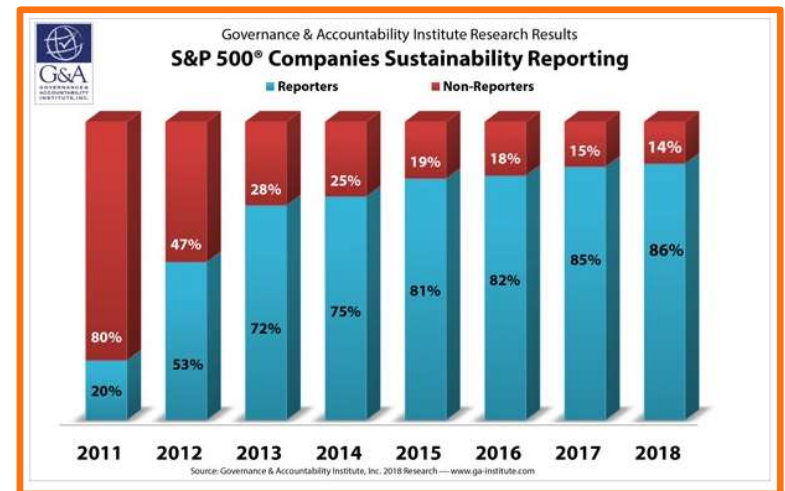
According to LinkedIn's 2022 Global Green Skills Report, **demand for professionals with sustainability and ESG-related skills has grown 38% annually since 2015.**



Workforce Demand

Global Awareness

Ethical Decision Making



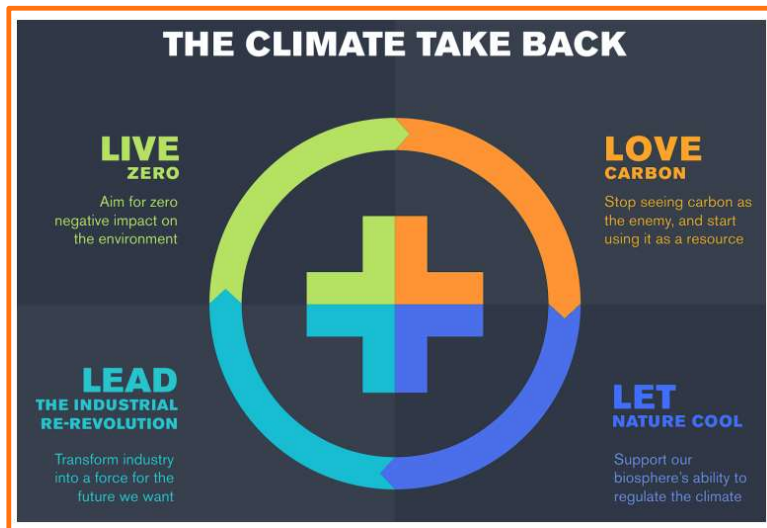
Nearly 90% of S&P 500 companies now publish sustainability reports, reflecting the growing importance of ESG.”— Governance & Accounting Institute, 2023.

Environmental, Social, and Governance (ESG) Drivers



Retrieved from: Bloomberg.com –The Future of ESG Investing - 2024

ESG in Action: Interface is Transforming its Business to become a carbon-negative enterprise by 2040.



[Interface Climate Take Back strategy. These are the foundation of our mission and form our business plan that will take Climate Take Back from vision to reality.](#)

[From Mission Zero to Climate Take Back: How Interface is Transforming its Business to Have Zero Negative Impact | Global | UNFCCC](#)

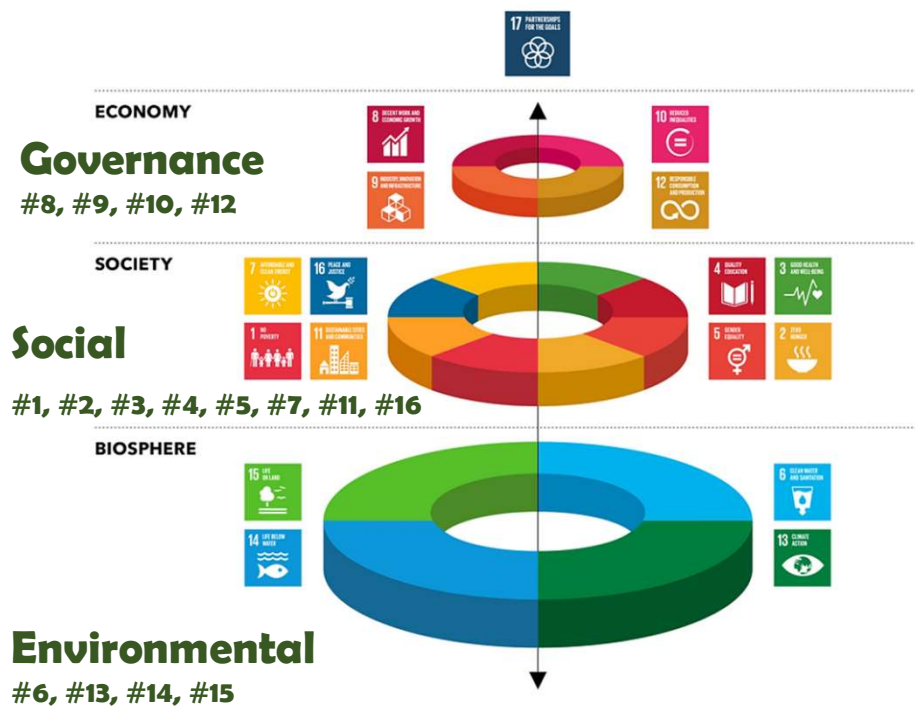
- \$1.26 billion net sales in 2023
- 35% increase in gross profit margin in 2023
- A 97% reduction in greenhouse gas (GHG) emissions in the production of carpet tiles since 1996
- Carbon-neutral enterprise since 2022
- Transformed factories, products, and supply chain
- Innovative carbon-storing raw materials

Sustainability is Not Extra – Why this Workshop?



- It is a lens across all disciplines.
- Every field connects to global challenges.
- Small changes can create impact.
- Universities are being called out to prepare learners to navigate complex global challenges such as inequality, climate disruption, health crisis, and threat to democracy.
- The 17 UN Sustainable Development Goals (SDGs) offer a shared language and framework for this work.
- *Callout:* Hope driven pedagogy: moving from overwhelm to agency.

Why Teach the SDGs in Any Course?



Examples of How to align Sustainability/ESG to any topic





Education for Sustainable Development

*Education for Sustainable Development empowers learners with the **knowledge, skills, values, and attitudes** needed to make responsible decisions for environmental integrity, economic viability, and a just society.*

SUSTAINABLE
DEVELOPMENT
GOALS

4 QUALITY
EDUCATION



TARGET 4.7



EDUCATION FOR
SUSTAINABLE
DEVELOPMENT AND
GLOBAL CITIZENSHIP

- *Example Target of SDG 4 (4.7):* All learners should acquire knowledge and skills to promote sustainable development, including human rights, gender equality, peace, and global citizenship.
- *Emphasize three dimensions:* cognitive (knowledge), socio-emotional (values, empathy), behavioral (action).

Sustainability as Interdisciplinary Hope



- Sustainability is not only about environmental science; it includes **economic justice, cultural diversity, health, cities, work, and peace.**
- Every discipline brings unique tools: **narrative, design, policy, data analysis, creative practice, engineering, and more.**
- We focus on **hope-driven pedagogy**: small, concrete actions that help students see themselves as agents of change rather than passive observers.

Benefits of ESG in the Classroom

- Fosters **Critical Thinking** and **Ethical Decision-Making**
- Broader Societal Impact: **Responsible Leadership** for Future Generations
- Increases Student Engagement
- Prepares Students for **Resiliency** Focused Careers



AI was used to generate this image.

Micro-activity: Where is Sustainability Already Present?



- Where do your students already encounter sustainability-related themes in your course?
- Examples:
 - Questions of justice or inequality (SDG 5, 10).
 - Work, innovation, organizations (SDG 8, 9).
 - Health and wellbeing (SDG 3).
 - Cities, infrastructure, communities (SDG 11)
- Take 1–2 minutes to jot ideas individually, then share with a partner or in chat.

Example Student Projects on ESGs - Maya

UN Sustainable Development Goals, Disability Inclusion, and Corporate Responsibility Poster

- Assignment is to create a poster on the PowerPoint slide provided above – This poster will be displayed in the Student Center from Dec 4th to the 9th in honor of National Disability Awareness Day (Dec. 3rd)
- For the poster, the focus will be goals on one of these goals # 3, 5 & 10

INVISIBLE DISABILITIES

Dyslexia:

- Memory Retention
- Copy information accurately
- Organizational challenges

ADHD:

- Distractibility
- Difficulty prioritizing tasks
- Ineffective time management

Overall Incidence of ADHD

Effects in the Workplace

- Difficulty finding jobs
- Discrimination
- Decreased Self-Worth

IMPACTS AROUND THE WORLD

Disability Impacts ALL of US

22% of the population of the United States

Percentage of adults with select functional disability types:

13.0%	10.6%	6.5%	4.6%	3.6%
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WHY IT MATTERS

- Many people are unaware about the issues faced
- Being aware about it can lead to a positive change
- Being more inclusive can bring light to ideas never imagined

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GLOBAL CITIZENSHIP

Blueprint for Peace and Prosperity for People and the Planet

- 17 goals set by the United Nations
- Intended to improve the quality of life for citizens across the globe

REDUCED INEQUITIES

Goal 10 is to Reduce Inequities, some goals are:

- By 2030, progressively achieve and sustain income growth of the bottom 40% of the population at a rate higher than the national average.
- Adopt policies, especially fiscal, wage, and social protection policies, and progressively achieve greater equality.

Reducing Inequalities for Individuals with Developmental Disabilities

What are some Developmental Disabilities?

Down Syndrome

- A lifelong condition from birth, which alters the body and brain development.

Autism

- A neurodevelopmental condition of variable severity, usually characterized by difficulties with social interaction and communication.

UNSDG Goal 10 Importance:

- Long-term social and economic development
- Reduce Development Issues
- Global Impact:**
 - Increase in Global Health
- Objectives:**
 - Allow people to be as equal as possible in a variety of different ways.

What companies already work with those who have disabilities?

Microsoft:

- Proactively recruits individuals with disabilities
- Provides important roles they can thrive in

Self Help Enterprises Inc.:

- Nonprofit local group that helps people with developmental disabilities get job skills that allow them to function independently and be active members in their community.

DID YOU KNOW?

28% Only 28% percent of businesses have plans for recruiting individuals with developmental disabilities.

IN THE U.S.

People with Disabilities	LABOR FORCE PARTICIPATION: 19.6%	UNEMPLOYMENT RATE: 12.0%
People Without	66.4%	6.6%

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Want to Learn More?

Example Across Disciplines



- **Business:** Supply chains & ethics
- **STEM:** Energy & Innovation
- **Humanities:** Inequality & Narratives
- **Health:** Access to Care



SCAN ME



Building a Future of Hope
and Resilience

Empowering Voices & Inspiring Change

<https://resilientfuture.life/>

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Course Outcomes to Student Outcomes

Preparing Future Leaders for Sustainable Success



Improved Critical Thinking and Ethical Decision-Making



Broader Engagement with Global Issues



Enhanced Career Readiness



Develop Leadership and Change Management Capabilities



Final Thoughts



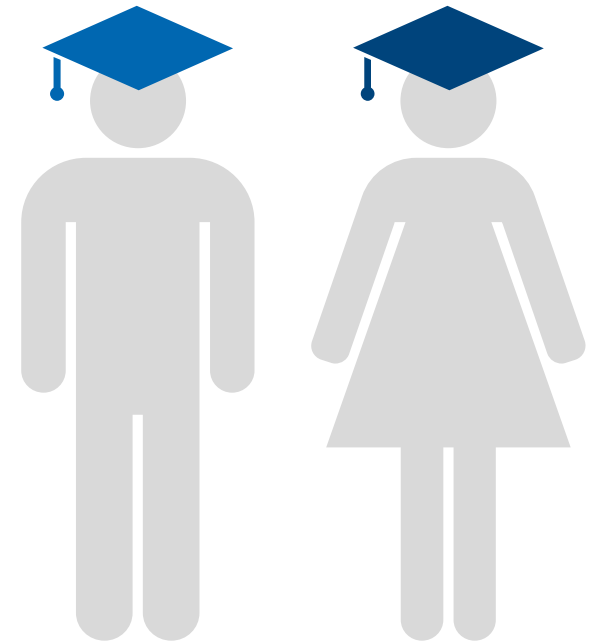
Preparing responsible, ethical leaders who can address the critical sustainability challenges facing our world today.



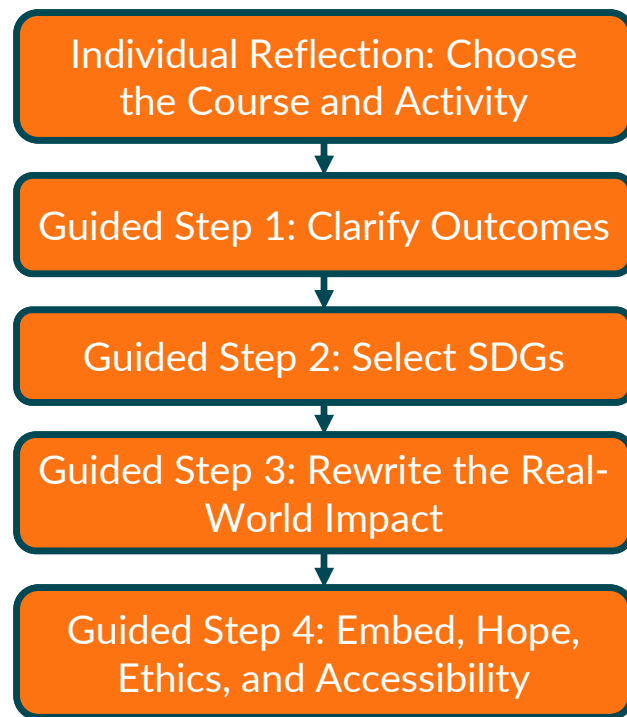
Ensure students gain the skills they need for a sustainability-focused job market, develop critical thinking and ethical decision-making abilities, and engage with global issues in meaningful ways



We play a vital role in shaping the leaders of tomorrow by making sustainability a central part of their education



Workshop: The SDG Assignment Redesign Process



- Reframe what already exists
- Add real-world context
- Integrate ethical and sustainability perspectives
- Bring your syllabus, lesson, or assignment
- Identify SDG connections
- Modify one component:
 - revised assignment or activity
 - A learning outcome
 - An assessment approach
 - An engagement strategy
- Take the next 10 to 15 min to review UNSDGs and come up with ideas to revise your assignment.

- 17 global goals
- Simple and adaptable
- Can be used in assignments, lessons, discussions



The 17 Goals

1. **No Poverty** – Eradicate extreme poverty for all people everywhere.
2. **Zero Hunger** – End hunger, achieve food security, and promote sustainable agriculture.
3. **Good Health and Well-being** – Ensure healthy lives and promote well-being for all ages.
4. **Quality Education** – Ensure inclusive and equitable quality education and promote lifelong learning.
5. **Gender Equality** – Achieve gender equality and empower all women and girls.
6. **Clean Water and Sanitation** – Ensure availability and sustainable management of water for all.
7. **Affordable and Clean Energy** – Ensure access to reliable, sustainable, and modern energy.
8. **Decent Work and Economic Growth** – Promote sustained, inclusive economic growth, employment, and decent work for all.
9. **Industry, Innovation, and Infrastructure** – Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. **Reduced Inequalities** – Reduce inequality within and among countries.
11. **Sustainable Cities and Communities** – Make cities inclusive, safe, resilient, and sustainable.
12. **Responsible Consumption and Production** – Ensure sustainable consumption and production patterns.
13. **Climate Action** – Take urgent action to combat climate change and its impacts.
14. **Life Below Water** – Conserve and sustainably use oceans, seas, and marine resources.
15. **Life on Land** – Protect, restore, and promote sustainable use of terrestrial ecosystems and halt biodiversity loss.
16. **Peace, Justice, and Strong Institutions** – Promote peaceful and inclusive societies, provide access to justice, and build accountable institutions.
17. **Partnerships for the Goals** – Strengthen global partnerships to support and achieve sustainable development.

From Course Outcomes to SDGs

Start from what you already teach, then ask: Which SDGs does this naturally touch?



Course Outcomes	SDG Links
Evaluate policy trade-offs	SDG 16 (Peace, Justice & Strong Institutions)
Analyze workplace practices	SDG 8 (Decent Work & Economic Growth)
Design a prototype	SDG 9 (Industry, Innovation & Infrastructure)
Interpret stories of marginalization	SDG 5, 10 (Gender Equality; Reduced Inequalities)

Individual Reflection: Choose Your Course & Activity



- Prompt:
 - Which course and existing assignment/class session will you redesign today?
 - Who are your learners (majors/non-majors, year level, modality), and what do you want them to know, do, and value?
 - What constraints must you respect (time, class size, accreditation)?
 - Brief instruction: “Take 5 minutes to jot notes in your template.”

Guide Step 1: Clarify Outcomes



- Write or refine 2–3 outcomes for your chosen assignment or class session.
- Use active verbs (analyze, create, evaluate, design, interpret, advocate, etc.).
- Keep them aligned with your program and institutional outcomes.
- Timer cue: You have 5 minutes—start drafting; they do not need to be perfect.

Guide Step 2: Select SDGs



- Use your SDG overview card (handout): which goals connect most naturally to your outcomes?
- Consider: Are you addressing people, planet, prosperity, peace, or partnerships?
- Example pairings:
 - “Health/psychology” → SDG 3.
 - “Urban planning/architecture” → SDG 11.
 - “Business/HR/econ” → SDG 8, 9, 10, 12.
 - “Education/teaching” → SDG 4.

Guide Step 3: Rewrite for Real-World Impact



- Add or revise 1–2 questions or tasks so students must connect course content to a *specific* SDG-related issue, community, or stakeholder.
- Anchor in a real context: local community, campus, industry case, or news event.
- Sample phrasing ideas:
 - “Identify one SDG that this issue relates to and explain why.”
 - “Describe one local or community-level implication of this issue.”

Guide Step 4: Embed Hope, Ethics, Accessibility



- **Prompt questions:**
 - Who benefits? Who is harmed?
 - What would a more just or sustainable outcome look like?
- **Accessibility and workload bullets:**
 - Offer one alternative format (e.g., written, audio, visual).
 - Make expectations transparent (purpose, task, criteria).
 - Avoid adding extra major deliverables; adapt what you already grade.

Peer Share



- Share your redesigned activity
- In pairs or triads, briefly share:
 - Course and assignment type
 - Chosen SDGs
 - Main Change you made
- What is one small, hopeful change you will implement next term to connect your course to the SDGs?

Closing Thought

- **Integrating the SDGs doesn't require a full course overhaul.** Thoughtful tweaks to assignments and discussions can help students see how their learning connects to a more just and sustainable world.
 - Hope is something we design into learning
 - Small changes create meaningful impact
 - Your classroom shapes future leaders
 - We'd love to see your revised assignments or co-consult with you.



Questions, if any?



thank you