

SENSE	TITLE	
	Sustainability - Video Production	 150 minutes

AUTHORS	KEY WORDS	LANGUAGE
Rui Baltazar	Sustainable Development Goals (SDGs), video editing, CapCut, script, voice-over, subtitles	English

LEVEL	GROUP LEVEL	AGE
B1 – B2	Middle or High School Students (Groups of 4–5)	14 +

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Present sustainability problems and solutions clearly through video and oral communication.
FUNCTIONAL	• Identify a sustainability problem, propose a practical solution and communicate a clear call to action.
CULTURAL	• Understand the global relevance of the 17 SDGs. • Promote intercultural awareness through multilingual video possibilities.

METHODOLOGY	• CLIL, project-based learning and collaborative learning.
TECHNIQUES	• Brainstorming, group negotiation, role assignment, storyboard creation, video production and peer feedback.
RESOURCES	• https://sdgs.un.org/goals • https://www.youtube.com/watch?v=0XTBYMfZyrM • https://www.capcut.com/
ICT TOOL	• Mobile Phone Camera – CapCut App – Computer – Video Projector – Speakers

ASSESSMENT

(formative or sommative)

Final Video Rubric (0–4 Points per Criterion)

Criterion	Description
Content Accuracy	The video clearly represents at least one SDG with correct facts and a clear message.
English Language Use	Clear pronunciation or readable subtitles; grammar mostly correct; appropriate vocabulary.
Collaboration	Group shows balanced participation; tasks shared fairly; final video reflects teamwork.
Technical Skills	Video is well-edited: stable shots, clean cuts, readable text, correct exporting.
Creativity	Original idea, engaging storyline, strong emotional or persuasive impact.

Total: **20 points**

DESCRIPTION OF ACTIVITIES		
Appetizer	20'	Activity 1 - Discover the 17 SDGs SDG Speed Matching: Give students cards with SDG icons and cards with short descriptions. They must match them in pairs. Select one of the options: Option A: "Guess the Goal" Mini-Quiz: Show a picture (e.g., clean water, recycling, solar panels). Students guess which SDG it represents. Option B: Walk & Talk: Students walk around the room looking at SDG posters and discuss two questions with a partner: <i>"Which SDG is most important for your future?"</i> <i>"Which SDG do you see problems with in your country?"</i> Option C: Emoji Reactions Game: Show SDG icons. Students react with a thumbs up/down/neutral to express how well they think society is doing on that goal.
		Activity 2 - Choose Your SDG Focus Gallery Walk: Each poster has 2–3 guiding questions. Students visit stations and take notes before choosing. Group Negotiation Task: Each student chooses a different SDG individually, then the group must negotiate and decide on ONE common goal. Problem–Solution Brainstorm: Students list a real local problem (waste, energy, bullying, pollution) and match it to an SDG. SDG Pitch: Each student presents a 20-second pitch about why their chosen SDG should be selected
Main Dish	30'	Activity 3 - CapCut Technical Training Step-by-Step Teacher Demo: Show how to: 1. Import clips 2. Trim & cut 3. Add text and English subtitles 4. Insert voice-over 5. Add music (copyright-free) 6. Export the final video Mini Challenge: Give students a 20-second example clip. They must add a title + subtitle + trim + export. Role Assignment for Groups: • Director • Camera Operator • Editor (CapCut) • Scriptwriter • Narrator Storyboard Template: Provide a ready-made storyboard with 4–6 boxes they must complete.
		Activity 4 - Video Production • Clear Video Requirements: ○ 30–60 seconds ○ Must highlight <i>one</i> SDG ○ Spoken in English <i>or</i> native language + English subtitles
Dessert	60'	

		○ Show a problem <i>and</i> a solution ● Filming Advice: ○ Avoid backlight ○ Use stable shots (rest phone on table) ○ Keep clips short (2–4 seconds each) ○ ● Creative Approaches: ○ Short skit (mini scene) ○ Documentary-style clip ○ “Before and After” transformation ○ Interview format ○ Voice-over with images ○ ● Editing Checklist: ○ Title screen ○ SDG icon included ○ Subtitles readable ○ Ending message: “<i>Be the change!</i>” or similar
Smile	20’	Activity 5 - Reflection & Sharing .Two Stars and a Wish: Students say 2 things they liked + 1 improvement idea. SDG Impact Question: “How could your video help people understand your SDG better?” Peer Feedback Cards: Each group receives 1 positive and 1 constructive comment from another group. Exit Ticket: Students answer 1 of the following: ● “Today I learned...” ● “I want to improve...” ● “The SDG that matters to me is...”



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