**Introduction**

The XXI century brings new challenges and opportunities for the planet’s sustainable development that imply a new educational paradigm. According to several international organizations (UNESCO 1996, UNESCO 2017; Council of the EU 2018; OECD 2019) the future of education is to equip humans with skills that give them comparable advantage to artificial intelligence: “capacity to create new value, reconcile tensions or take responsibility.” (OCDE, 2019: 4). These “transformative competencies”, so intrinsically human are also the ones essential for individuals to act on their societies to change and transform them into more sustainable communities having a positive impact on their environment and socio-economic ecosystem.

Departing from the World’s Largest Lesson (UNICEF) and other similar experiences the author of the present study proposes the use of the Sustainable Development Goals [SDGs] (UN, 2015) and the EU Youth Goals (Council of the EU, 2018) as frameworks to build student-centred didactical proposals through small projects (PBL) within the Portuguese as a Foreign Language class and improve student participation in societal challenges.

**Aim**

- Determining the potential contribution of the Foreign Language Classroom to create fairer and more sustainable societies;
- Building the case for the inclusion of Education for Sustainable Development themes in Portuguese Foreign Language classes through the organization of activities in the classroom that include for example interculturality, creativity, agricultural entrepreneurship, employability or sustainable tourism;
- Combining essential lifelong learning individual competencies with communicative competences during the foreign language classes;
- Promoting the use of student-centered teaching methodologies such as Project- Based Learning

**Methodology**

This action-research study/report is based on two education-related internships, one pedagogical another technical/administrative. This was followed by:

**Literature review**
1. policy papers about the essential lifelong competencies
2. language framework documents
3. action-oriented teaching methodologies (particularly Project Based Learning (PBL))

**Study cases**
1. Multidisciplinary use of SDG – The World’s Largest Lesson;
2. Use of SDG applied to English as a Foreign Language;
3. Use of SDG applied to Portuguese as a Foreign Language.

**Topics analyzed:**
1. Structure of lesson planning
2. Type of words used in building lesson-planning, e.g.
3. Type of activities
4. Type of focus in the proposed activities
5. Type of learning outcomes
6. Themes

**Outcome**
Design PBL lesson plans with Global Goals based on lessons learned.

**Results**

Building up on the three study cases, a set of 9 activities using Global Goals was designed.

**Lesson Plan: Discovering SDGs**

- **Level:** A2+/B1
- **Duration:** 60 min.

**A. The professor shows the UNICEF video campaign – The World’s Largest Lesson:** [https://tessas-mp3-prt.artigo/a-maior-acao-do-mundo-ao-objetivos-global](https://tessas-mp3-prt.artigo/a-maior-acao-do-mundo-ao-objetivos-global) (Duration: 00:04:39 - in PT)

**B. The students note down the hints given by the narrator to reach the “Global Goals” in their day-to-day:**

**C. The students present (orally) 2 practical actions indicated in the video to reach the “SDG” and debate with their group colleagues about self-knowledge questions.**

**D. Some actions were commonly found in the 3 case-study lesson plans such as: negotiate, compare, debate, dialogue, decide, choose, explore, analyse:**

**Conclusions**

- School curriculum should give space to the Sustainable Development Goals.
- They are important school subject that gives students a report of the current global situation.
- They include the SDG to the classroom.
- They are essential for the students to understand the SDG.

**References**