GLOBAL GOALS AT STAKE
AN EDUCATIONAL BOARD GAME

GUIDE FOR EDUCATORS

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• AN EDUCATIONAL BOARD GAME •

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PREFACE

The purpose of this Guide is to provide educators, regardless of their sectors, with inspiration and ideas on how to use the board game Global Goals at Stake in their activities. The Guide begins with a short introduction to the 17 Sustainable Development Goals, followed by a description of the board game, its contents and purpose. The Guide then describes how the game can be utilized in different educational sectors, and how it can be used as a supplementary educational tool for specific subjects in school education. You will also find in this Guide examples of debrief methods to use after playing the board game as well as best practices in working with the Global Goals and other educational methods to address the Goals.

This Guide is one of the results of the project "SDGs at Stake", a strategic partnership co-funded by the European Union through the programme Erasmus+.

The content of this Guide was developed by InterCollege ApS with active and tireless contribution from the partners in the project. The partners and their staff are, thus, thanked for their suggestions for debrief methods and best practices as well as the inspiring brainstorm sessions on how to utilise the game in different educational sectors and school subjects.

*The project "SDGs at Stake" was implemented by the **Danish United Nations Association** in partnership with:*

InterCollege, Denmark

Association Intercultura, France

InterCollege (UK), United Kingdom

International Internships, Romania

Grundtvig Institute, Hungary

DRAMBLYS, Spain

Kocaeli Provincial Directorate of National Education, Turkey

The German Federal Sustainability Association

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WHAT THE ARE SDGS?

INTRODUCTION TO SDGS

The world today is facing a number of different challenges. Climate change is reshaping entire regions and landscapes and contributes to the occurrence of extreme environmental events, that are impacting societies across the globe. Plastic pollution poses ever increasing concerns about the health of ecosystems as well as about the wellbeing of humans. Terrorism, extremism, political conflicts, and the violation of human rights are still part of the day-to-day existence of many people across different nations and are part of the reasons for their forced displacement away from their homes. The overconsumption of natural resources and their uneven distribution between countries is not only imposing a big strain on the environment but is also putting a lot of people at risk of not having their basic needs met, such as access to clean drinking water. In addition, many children are still unable to get basic education and are often forced to work from a young age to provide for their families. The list goes on.

Therefore, in September 2015, the 2030 Agenda for Sustainable Development was adopted at the Sustainable Development Summit in New York by all UN Members. The Agenda consists of 17 Sustainable Development Goals (SDGs), which are a call for action by all nations around the world to ensure prosperity while protecting the planet.

The 17 Goals are part of a much broader and more complex action framework, which consists of a total of 169 targets and hundreds of indicators to measure the progress attained along the way.

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

THE GLOBAL GOALS

GLOBAL GOALS AT STAKE
THE BOARD GAME

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WHAT'S IN THE BOX?

Global Goals at Stake is a game combining a mobile App and a traditional board game. Whilst the App platform allows a regular update of the game's content, the board game format maintains a social and interactive dimension.

THE GAME CONTAINS:

The App *"Global Goals at Stake"*
Available on the App Store and Play Store

16 Goal Markers
4 pieces per team

1 Dice
Showing numbers 1-5 and a globe

4 Pawns

1 Board

THE GOAL OF THE GAME

The players are on a mission to achieve the Sustainable Development Goals. The App allocates each team the Global Goals they need to achieve (the mission). For a team to achieve its Global Goals, they must reach their Goals by moving on the board and correctly answering the question generated by the App to that Goal.

The board game relates, especially, to subjects within social science, foreign languages, geography, history, and natural science.

To play the game you need a phone or a tablet. Internet access is not required.

Find out more in the rules guide.

USING THE BOARD GAME IN EDUCATIONAL SECTORS

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HIGHER EDUCATION

Starting point for semester project

Play the board game with a group of students as described in the game rules. Have the students reflect on what intrigued them and suggest that as a theme for their semester project/final thesis.

Reflection on theories

Use the board game to apply theories studied during the semester. Play the board game as described. When deliberating on a dilemma, ask the teams to apply theories studied during the semester to make their position. After the vote, ask each team to present the theories used.

Engaging student activity

If you are a student organisation, use the board game as an engaging activity within introduction seminars for the new students, board game nights or any other events.

You can also use the game as a starting point for discussing how you can make your university more sustainable.

Global Goals in your vocation

Select questions relevant to the students' vocation, print them and put them in a pile. Ignore the App selection of Goals for the teams and choose Global Goals that best match the students' field of study. Play the board game as usually, but with the selected questions and Global Goals.

Find the list of questions available on the App at: https://fnforbundet.dk/ for-skoler/global-goals-at-stake/.

Suggestions at the work placement

Play the board game before the students start an apprenticeship in a company. Based on dilemmas and actions they came across, have the students suggest how they can contribute to companies becoming more sustainable. Ask the students to write these inputs in their cover letters or bring them at their work placement.

Enhancing vocational identity

After playing the board game, have the students create 20 new questions related to their vocation. Once two or more different vocations have done the same, play the board game between these vocations using each other's questions. Vocation-specific knowledge will, thus, be shared between different fields of studies and the professional identity enhanced amongst the students.

Sustainability applied

Play the board game with the students from the cookery vocation. Based upon the Action, Dilemmas and Questions that they came across, ask them to elaborate a menu with less negative impact on the environment. Ask them to consider where the ingredients come from, how are they grown, and the resources involved.

Generating business ideas

Use the game in social/sustainable entrepreneurship trainings as a way to choose the social business your adult learners want to focus on. Use the game to create a basis for discussing problem-based business ideas and to strengthen motivation to create change.

Tool to support dialogue

Encourage local decision makers and different vulnerable groups (e.g., immigrant communities; LGBT groups; people with disabilities) to play the game together within discussion panels. It can be an interactive way to open up discussions and bring up issues without "pointing fingers", thus, facilitating a positive and constructive dialogue on possible solutions.

Solidarity tool

When working with immigrant communities, you can utilise the game as a tool to "break the ice" between foreigners and locals, build a sense of solidarity and understanding between the groups, and reinforce cooperation and positivity. It can also be used to promote discussions about experiences of inequalities and stereotypes, at the same time encouraging practice of the local language.

Conflict management workshop

Use the game to enable a dialogue between different groups in regions of conflict. By creating a common understanding of global issues and challenges faced by all, you can create a sense of solidarity, for example through shared views on dilemmas.

Give a bigger picture of the world

Organise workshops with offenders/former offenders to provide them with a broader perception of global challenges that go beyond the individual perspective and to give them a better understanding of the context to their daily challenges and struggles.

A tool in non-formal education

Use the board game at the beginning of a session to introduce the participants to related topics, e.g., global challenges, sustainable development, inequalities, climate action, etc. This way you can ensure that the participants have the knowledge they need to dive deeper into a certain exercise and have established a common understanding on the chosen theme.

Role-play exercise

After playing the board game, let the participants pick one of the dilemmas. Divide the participants into stakeholder groups and ask them to defend one of the positions. Give them some time to work on their argumentation and then ask them to discuss in plenary until they reach a decision that is satisfactory for the majority of the stakeholders.

Engaging evening activity

Use the board game as an evening activity to bring participants closer and enhance their interest and knowledge in the Global Goals. Play the game as described in the Rules. Consider introducing some prizes for 1st and 2nd place to incentivise a more dynamic participation. Follow-up next day to identify reflections and knowledge gained

A tool for career guidance

Play the board game with young people to identify areas of interest and how they see their role in the world by addressing some of the current challenges. Thus, use the board game as tool to guide them into a particular direction of academic studies and/or career guidance tool.

SPORT SECTOR

Reflection on active contribution

Play the board game during your event. After the game, have the participants reflect how they, by doing their sport, can contribute to the achievement of the Global Goals. Have the teams choose one Goal from their mission and make a campaign for the Goal by using their sport.

Sport dilemmas

Before playing the game, create new dilemmas connected to your sport that are either specific to your club or relevant in a national/international context. Play the game as usual, but ignore the dilemmas generated by the App and use instead the dilemmas created beforehand.

CROSS-SECTORAL

Generating organisational/institutional goals

Use the board game to generate inputs during the development of your organisation/institution's strategy at board/director/staff meetings. The game allows staff to explore different topics, challenges, and objectives and can spark discussions and ideas about specific Goals that can be addressed by your organisation/institution.

Team building

Use the board game as a team building activity that can bring together people from diverse backgrounds and interests, boost cooperation and communication, and create alignment between personal and organisational goals.

USING THE BOARD GAME IN SCHOOL SUBJECTS

4.

HISTORY

Timelines

After playing the game, choose one Action encountered and ask the students to plot it on a timeline of historical events. EXAMPLE:

Action: While some countries are leading the way in innovative and clean sources of energy, other countries are lagging far behind and remain reliant on fossil fuels that are contributing to climate change.

Task: Build a timeline of the history of energy sources, starting with water mills, to steam energy, electricity, up to nuclear energy. Follow up with a debate about energy equality around the world.

ARTS

Performing the Goals

Play the game during your art class. Ask the teams the choose a Goal/Dilemma/Action encountered during the game and make a visual presentation/play/dance.

Global Goals in poetry

Play the game during your literature class. Ask the teams to choose a Goal/Action/Dilemma encountered during the game and write a poem about it or identify poetry that represents it.

Icebreaker

Use the board game as an icebreaker at the beginning of a student exchange programme. Discuss eventual language and culture specific associations, similarities, and differences to enable the students to get to know each other.

Topics for debate classes

Play a round of the game during your language class. At the end of the game summarise the Dilemmas that were encountered during the game or ask the students to do so. Assign a dilemma to each team and ask them to make a two-minute speech arguing for the opposite position they voted for during the game.

Progress on the Global Goals

After playing a round of the game during your geography class, ask the students to research on https://dashboards.sdgindex.org/rankings how countries (or specific countries) are doing on achieving the Global Goals. Discuss why some countries are ahead and why others are behind.

Dilemmas in a new context

Play the game as described in the rules. At the end of the game, choose a dilemma that was brought up during the game, and debate it in the context of a specific continent/region/country. Outline similarities and differences compared to your own continent/region/country.

Identifying patterns

After playing the board game, corelate events/statistics to places on the world map. Identify patterns (e.g., where good things happen, or bad things happen) and discuss the factors that causes these.

Play the Goals

Play the game during your music class. Ask the teams to choose a Goal/Dilemma/Action encountered during the game and make a piece of music that illustrates it by using unconventional playing instruments (e.g., brooms, leaves, recycled materials etc.).

Global Goals through Ecomusicology

Play the game during your music class. Introduce the students to the concept of Ecomusicology. Ask the teams to choose a Goal/Dilemma/Action encountered during the game and express it through sonic mediums.

Global Goals in songs

Play the game during your music class where you discuss music history/music genres/ music trends. Ask the students to identify songs representing each of the Global Goals and explain their choice.

A world of music

After paying the board game during your music class, ask the teams to identify music artists/bands/institutions that have at the core of their activity a specific cause related to one or more of the Global Goals (e.g., the Baccarelli Institute and the Heliópolis Symphonic Orchestra). Discuss the force of the music to bring about change in the local and global society.

DEBRIEF METHODS

DEVELOP YOUR OWN DILEMMAS

DEBRIEF METHOD 1

The activity allows the students to reflect upon the multi-faceted process behind making a decision and to better understand the consequences, perspectives and perceptions linked with it. In this activity, the students will play the game again, but with dilemmas made by them.

MATERIALS

▸ Blank paper cards.

▸ Vote cards with "Yes" and "No" on the back side for each team.

▸ Pens.

INSTRUCTIONS

1. Ask the participants to stay in the same teams as they played the board game. Give each group three paper cards and instruct them to write a new dilemma on each. Suggest them to derive the dilemmas from everyday life.

2. Once students have written the dilemmas, ask them to link each newly developed dilemma with a Global Goal and write a list of three pros and three cons per dilemma.

3. Collect all the dilemmas and play the board game again.

4. When a group lands on the globe or the dice shows "the globe" – have the students pick a

card from the dilemma pile and read it out aloud.

5. Ask the teams to discuss the dilemma and show their position by raising a vote card.

6. Assess which position has a minority behind and which has a majority.

7. Instruct the minority to remain in the middle and the majority to go to a Global Goal of their choice. If the result ends in a draw – everybody remains in the middle – and the turn continues clockwise with the next team.

8. When the game ends, conduct a plenum discussion by posing the following questions:

   ▸ What is a dilemma?

   ▸ What constitutes a dilemma?

   ▸ Are your dilemmas everybody's dilemma?

   ▸ Could your dilemma not be considered a dilemma in some other contexts (e.g., other cultures, social settings etc.)?

   ▸ What should be considered when taking a stand in a dilemma?

   ▸ What is important for you when taking a stand in a dilemma?

FOLLOW UP SUGGESTIONS

Ask the students to make questions related to each of the Global Goal and play the game again by using the new questions instead of those in the App.

DEEP DIVE INTO A DILEMMA

The activity allows the students to research and formulate an argumentation for their position in a dilemma.

MATERIALS

▸ Computer and projector.

▸ The list of dilemmas. Project them from here: *https://fnforbundet. dk/for-skoler/global-goals-at-stake/*

▸ Paper cards and pens in case of a secrete vote.

INSTRUCTIONS

1. Ask the students to name the dilemma they remember the most from playing the game and why did it make an impression on them.

2. Project the list of dilemmas contained by the App and ask the students to choose a dilemma to discuss.

3. Split the students into groups. Instruct the groups to discuss the dilemma by searching for answers to the following questions:

    a. Why is this dilemma important?

    b. Put the dilemma in the context of your home country. What is the current situation?

    c. What economic impact does this dilemma have?

    d. Who are the actors involved in the dilemma?

    e. Is this dilemma covered in the media? Why? /Why not?

    f. What are three pros and three cons to the dilemma?

4. Gather all the groups in plenum. Ask each group to present their answers to the questions above and the three pros and cons to the dilemma. List the pros and cons on a board.

5. Discuss the dilemma by using all the cons and pros found by the groups.

6. Together with the class, choose a voting method, either an open vote (if everybody in the classroom feels safe and respected) or a secrete vote.

7. With the voting method decided, ask the students to vote for two pros and two cons to the dilemma they consider most important.

8. Collate the votes on a board and reveal the three most frequent pros or cons to the dilemma.

3W - WHAT?, WHO?, WHEN?

The activity encourages the students to act upon the knowledge gained from the game by creating and sharing an action plan.

MATERIALS

▸ A4 paper sheets and pens for each team.

INSTRUCTIONS

1. After playing the board game, ask the students to remain in the same teams but move to different corners of the room.

2. Ask each team to select the most important Global Goal to them.

3. Invite each team to find answers to the following questions:

   a. Who in your community can take actions about the Goal? What can they do?

   b. How will you encourage these stakeholders to take actions? When will you do this?

   c. What will you do from today to contribute to this Goal?

4. Invite each team to present their findings in plenary.

FOLLOW UP SUGGESTIONS

In a week, ask the students to report on what activities from their action plans have been/are being already implemented.

PAPER CHASE

The activity encourages the students to reflect upon the learning side of the game.

MATERIALS

▸ A4 paper sheets.

▸ Pens.

INSTRUCTIONS

1. Give each student a A4 sheet of paper and a pen.

2. Ask them to split the paper into four quadrants.

3. Tell them to write in each quadrant, answers to the questions listed below:

   a. What did I learn by playing the game?

   b. What would I like to learn more about?

   c. What would I stop doing?

   d. What would I start doing?

4. After they finish writing, ask them to crumble each paper sheet into a ball and to throw it around the room.

5. Play music and ask the students to leisurely walk around the room. When the music stops, ask them to pick up the nearest ball. Point towards one of them to read the answers out loud.

6. Repeat the procedure several times or until everyone gets the chance to speak.

ROLL THE DICE

The activity allows the students to reflect upon their learning outcomes by completing a number of statements.

MATERIALS

▸ 6-sided dice (the dice from the board game can be used).

Preparation

Write on the board the statements correlated to each roll as follows:

1. I want to remember…

2. Something I learned today…

3. One word to sum up what I learned…

4. Something I already knew…

5. I'm still confused about…

6. (the Globe) An "aha" moment that I had today is…

INSTRUCTIONS

1. Have the students sitting in a circle (preferably). Explain them that they will role the dice one by one and complete a given statement depending on their roll number. Present them the statements.

2. Give one student the dice and ask him/her to roll it. Ask the student to complete the statement corresponding to his/her roll number. Continue in this manner until all the students have rolled the dice and answered their statement.

TALK IT OUT

The activity uses the "talk show" format to encourage students' reflection on the Global Goals and learning gained by playing their game.

MATERIALS

▸ None

INSTRUCTIONS

1. Assign the role of a "talk show host" to one or two students. The other students will be "guests".

2. Give the "talk show host" time to prepare questions for the "guests" and a welcome address. In the meantime, arrange the room to resemble the studio of a "talk show". Examples of questions:

    c. Why are the Global Goals important?

    d. How can each human being contribute towards achieving the Goals?

    e. How can you make a difference for our planet?

    f. What about your lifestyle? What can be changed there for our general good?

    g. Why should we put the wellbeing of the planet first?

    h. Was there a moment during the game when you realised that you could do more for humanity and/or our planet?

3. The show will start with a welcome address from the "talk show host". Three randomly picked "guests" will join the "studio" for 5 minutes (here you can have more or less time depending on the size of the class). When the time is up, another group of three will join. Repeat until everyone participates.

4. The show will end with a general reflection from the "talk show host" upon the answers received during the interviews.

QUESTIONS HAT

The activity puts each student in the shoes of another by making them reflect on a question/situation/idea that someone else derived from their experience with the game.

MATERIALS

- Paper and Pens.
- Hat/box/bowl

INSTRUCTIONS

1. Give each student a piece of paper and a pen.

2. Ask the students to write a question on the piece of paper. The question could be related to what they have learned by playing the game or an idea or reflection derived by playing the game.

3. Collect all the questions in a hat/box/bowl.

4. Organise the students in a circle around the "questions hat". Ask each student to take one by one a "question" from the "hat" and answer it.

GRAFFITI WALL

The activity allows the students to reflect upon their learning outcomes at the end of the game.

MATERIALS

▸ Sticky notes.

▸ Pens.

INSTRUCTIONS

1. Ask the students to reflect on their learning outcomes from the game and write each outcome on a separate sticky note then place them on the board.

2. When everybody has placed their learning outcomes on the board, ask the students to choose a statement from the board and read it aloud.

3. Ask the group if they identify with that statement.

4. Repeat the process until all the statements have been read.

5. Conclude on the main learning outcomes.

WASHING LINES

The activity allows the students to reflect on their learning outcomes and gives an understanding that opinions can be nuanced.

MATERIALS

▸ Rope.

▸ Signs with "Agree" / "Disagree".

INSTRUCTIONS

1. Place a string on a straight line on the floor.

2. Place an "Agree" sign on one end of the line and a "Disagree" sign on the other.

3. Inform the participants that the straight line is a linear scale from 0 ("Disagree") to 10 ("Agree").

4. Make reflective statements about the game such as:

   ▸ I am now more aware about the Global Goals.

   ▸ The dilemmas were easy to answer.

   ▸ Some of the answers to the questions were shocking/surprising.

   ▸ The future is bright.

   ▸ Achieving the Global Goals is unrealistic.

   ▸ Achieving the Global Goals is (also) my responsibility.

   ▸ Some of the Goals are more important than others.

   ▸ Some of the Goals are more relevant to my local community than others.

5. Read each statement one by one and ask the students to place themselves on the linear scale.

6. After each statement, ask 2-3 students to explain why they chose that specific placement on the linear scale.

7. Finish with a question addressed in the plenary "Are there only two sides to a story? Why?"

PARTICIPANT, PASSENGER, PROTESTER, PRISONER, PILOT

The activity allows the students to reflect upon the dynamics of group work and their role and contribution in similar activities.

MATERIALS

▸ Five signs, each for Participant, Passenger, Protestor, Prisoner, and Pilot.

INSTRUCTIONS

1. Introduce the students to the five typical roles within a team:

    b. Participant - someone who gets involved and participates

    c. Passenger - someone who is happy just along for the ride

    d. Protestor - someone who tries to go a different way

    e. Prisoner - someone who feels trapped and wants to escape

    f. Pilot - someone who guides and leads

2. Place the signs (Participant, Passenger, Protestor, Prisoner, Pilot) in different areas of the room.

3. Ask the students to reflect upon their participation in the game and place themselves in the area that describes the closest the role they played within the team.

4. Ask students from each station to answer the following questions:

    a. Was your role helpful or beneficial to the team dynamic?

    b. Did your role affect the team spirit? Why or why not?

    c. What does it mean to be a passenger, versus a prisoner, when the team is about to embark on a particularly difficult challenge?

    d. What can you do better next time when you play the game?

INSPIRATION
BEST PRACTICES

SDGS AULAS

The creativity and energy of the young people is a resource in the fight to make more people aware of the SDGs and act upon them. That is why the educational sector plays such an important role in the implementation of the SDGs.

In Madrid (Spain), the association Sociolidarios implements the local initiative „Aulas ODS" through which creative workshops are delivered in local schools and high schools during the school year. These aim to inform the pupils about the SDGs and create ways for the young people to get involved with the SDGs. The workshops are organised based upon the Learning – Service Approach (ApS) where the pupils put into practice the knowledge acquired during the workshop by performing a service to the community.

The workshops deliver results as the content is tailored to the age of the participants and the format combines interactive learnings session with creative sessions. The creative sessions are the cornerstone of the initiative, as it leads to a higher involvement of the pupils in raising awareness about the SDGs. Here, the pupils co-generate ideas and plans to implement them in the community as a service.

Find out more at: *http://www.sociolidarios.org/caminandoenlasaulashaciael2030/*

Across Madrid, activities promoted by neighbourhood associations contribute to not only a more equitable and sustainable city model, but also to the objectives and goals of the Agenda 2030. Their work improves the environments where they operate and the lives of people and contributes, one way or another, to the SDGs.

Red de ONGD de Madrid (The Network of Development NGOs in Madrid) launched the initiative "Constructing Neighbourhoods 2030" which pioneers the collaboration of development NGOs in Madrid with neighbourhood and youth associations of the city. The initiative aims to raise awareness about the SDGs and contribute to their achievement by addressing and giving solutions to the community/neighbourhood needs, bringing, at the same time, change and social transformation.

The objective of Constructing Neighbourhoods 2030 is to recognise the actions that different NGOs of "Red de ONGD de Madrid" are taking to implement Agenda 2030 in Madrid, promote synergies between social entities and disseminate them, and evaluate the work being done by other social entities regarding the SDGs.

The full Map of Actions to be taken in Madrid (including the neighbourhoods) may be found at *https://www.redongdmad.org/wp-content/uploads/2021/07/INFORM_MAPEO_DEF-1.pdf*

Find out more at: *https://construyendobarrios2030.org/ods-en-los-barrios/*

SDG CHALLENGES   BEST PRACTICE 3

The traditional game of "dare or truth" has evolved with the dawn of the social media era into the "Youtube / Tiktok challenges", where young people dare others to do the same.

In a similar way, Grundtvig Institute from Budapest (Hungary) started the "SDG Challenges" with the aim to raise awareness on the SDGs, but also to make progress on them. The campaign runs every February as a prelude of Spring.

Every Monday in February, Grundtvig Institute posts on their social media a challenge related to the SDGs and background information. In 2021, Grundtvig Institute dared its audience to the following challenges:

1. Drink one less coffee a day.

2. Use only 1 new poly and/or plastic bag in a week.

3. Have 3 meatless days a week.

4. Use only one electrical item in the evenings.

Find out more at: *https://www.facebook.com/grundtviginstitutebudapest*

Espergærde Gymnasium from Denmark has a significant climate profile and its own Environment Committee, which has the purpose of making the school more sustainable.

The Environment Committee consists of a group of student representatives whose ideas and work are the driving force behind the activities.

Since 2009, the Environment Committee has implemented a variety energy and resource efficiency measures that are beneficial for the environment and the finances of the school. The initiatives range widely - from LED lights, solar cells, heat pumps, and rainwater toilets to paper recycling, ventilation systems, and biodiversity in the outside areas.

The many initiatives brought the Environment Committee important awards – and more importantly - it has meant that Espergærde Gymnasium has today fossil-free energy and heat consumption.

Find out more at: *https://eg-info.dk/eg-ekstra/klimaprofil*

SDG GLOBAL FESTIVAL OF ACTION   BEST PRACTICE 5

The UN SDG Action Campaign implements annually a festival hat brings together advocates, campaigners and changemakers at all levels to build capacity, share knowledge and form networks around the SDGs.

The last edition from 2021 gathered almost 25,000 participants from more than 200 countries. Due to the pandemic, it was held in a dynamic virtual space with six different stages, featuring plenary sessions, lightning talks, performances, interactive workshops, exhibitions, and a space to connect with leaders, changemakers, activists, private sector and more.

The idea behind the festival is that the SDGs represent the "connective tissue" between the people of Earth and that we need action from all the decision-makers (every human is a decision-maker to a certain degree). Throughout the festival, solutions are discussed, and extraordinary voices are empowered to spread the call to action for a more sustainable horizon for everyone across the world.

Find out more at: *https://globalfestivalofaction.org*

A similar idea to the "SDG Global Festival of Action" is the "United for Change" festival from Denmark. This proves that such "festivals that encourage action" can be organized at multiple levels, from global to local. Even the local level can be further scoped down, like your neighbourhood or your village.

The "United for Change" festival is organised for all the boarding schools in Denmark. It is an annual initiative to work with the SDGs throughout the year, among other things through a material collection and a gathering point for ideas, initiatives, and young-to-young dissemination in order to promote commitment, knowledge, and action for a better world.

The last festival organised gathered 550 students that prepared/ran/participated in over 80 workshops for a more sustainable world. 20 students covered the festival as journalists – and the result was 17 productions about young people and their motivation for creating a better world.

The participants created, amongst others, podcasts, e.g., "Walk with the SDGs" and "The World Hour: The Impatient", an SDGs index (where hundreds of students share their work with and commitment to the SDGs), and various valuable video materials about the SDGs.

Find out more at: *https://faellesforandring.dk/*

SHAPING OUR FUTURE   BEST PRACTICE 7

One is never too young to learn about the SDGs, and Torriano Primary School in London is an example of that. At Torriano, even the youngest children in nursery classes know of SDGs. The headteacher worked with external consultants to map the goals onto the existing curriculum, organise staff training days, and encourage teachers to read and learn about the SDGs.

In the academic year 2015-2016, the school taught one SDG theme per term to the whole school. One teacher acted as central coordinator of the Global Goals, while other subject teachers incorporate the agreed goals into their classes.[1]

Find out how Torriano Primary School implemented SDGs in the curriculum here: *https://www. torriano.camden.sch.uk/news/global-goals-the-story-so-far/*

1   Source: "How to teach the UN's development goals, and why", Emily Reynolds, 22 July 2016, British Council, *https://www.britishcouncil.org/voices-magazine/why-teach-uns-development-goals-and-how*

INSPIRATION
NON-FORMAL METHODS

7.

THE GLOBAL GOALS WEB

DESCRIPTION

In this activity the students will learn about the interdependence of the Global Goals by linking them in a web.

RELEVANCE TO SCHOOL SUBJECT(S)

All Subjects.

OBJECTIVES

To learn about, and be able to argue, how and why the Global Goals are connected.

20" 17+

All Ages

MATERIALS

▸ Cards with each Global Goal (as many as the number of students).

▸ A yarn ball (preferably very heavy yarn or other type of string).

1. STEP Give each students a card with a Global Goal. If there are less than 17 students, give extra cards to some of the students.

2. STEP Have the students stand in a circle with their cards facing towards each other. After a brief reflection, ask the students to tell why they think their Goal is important.

3. STEP Hand the end of the string to one of the students. Ask the student to link their Goal with another Goal and explain their choice (e.g., Global Goal 2 links to Global Goal 3 because people who do not have enough to eat cannot be healthy).

4. STEP While the student holds the end of the string, the yarn it is passed on to the student with the linked Goal, who then links their Goal with another one and explains the choice. The student will hold the string and pass the yarn on to the student with the linked Goal. The process continues until the cards are exhausted.

The result of this process will be a large web connecting students and their Goals.

5. STEP Go around the web and press on it to show the students how strong the web (hopefully) is.

6. STEP Whilst the students hold the string and keep their places in the web, lead a discussion about the interdependence of the Global Goals

7. STEP Ask one or several students to put their Goals down and leave hold of the string. Point out how the web becomes looser when a Goal is not included Conclude on the need of working with all the Goals in order to achieve sustainable societies.

DEBRIEF

Have the students taking their seats and debrief on the activity by asking such questions as:

▸ What reflection did this activity give you? What surprised you?

▸ How is it best to go about achieving the Global Goals?

▸ Do you believe a singular Goal can be achieved without impacting others?

▸ Do you think that doing work on one Goal inevitably contributes to some others? How?

▸ Did you know about the interdependence of Global Goals before?

GLOBAL GOALS BINGO

OVERVIEW

In this activity the students will link the descriptions of the Global Goals with their titles.

RELEVANCE TO SCHOOL SUBJECT(S)

All subjects.

OBJECTIVES

To get familiarized with the 17 Sustainable Development Goals.

MATERIALS

▸ Bingo Cards.

▸ Reading cards.

▸ Post-it notes.

▸ A stopwatch.

30" **Class**

13-20 years

PREPARATION

▸ Print and cut the Bingo Cards

▸ Print and cut the Description Cards. Fold them and put them in a bowl.

INSTRUCTIONS

1. STEP

Start the activity by introducing the background of the Global Goals (e.g., when they were launched, to achieve what, what are the Goals etc.). Use for inspiration the resources below.

2. STEP

Explain the students that in this activity they will receive a Bingo Card containing the title and the icon of specific Global Goals. Descriptions of Global Goals will be read aloud one by one, and they have 10 seconds to identify the Goal and see if they have it on their card. If they have it, they will cover it with a post-it note. The first student who gets all the Global Goals on their card covered should shout "Bingo!".

Make the students aware that they should be able to explain the Goals in their own words later in the activity.

3. STEP Give each student 1-2 Bingo Cards (depending on the class size) and enough post-it notes to cover each Goal on their card(s).

4. STEP Pick a Description Card from the bowl and read it aloud (or ask one of the students to do so). Allow the students 10 seconds to recognise the Goal and see if they have it on their card. Use a stopwatch tool to monitor the time.

When the time is up, pick a new Description Card and repeat the process until one of the students have shouted "Bingo".

5. STEP Pair the students and ask them to describe to each other the Global Goals on their cards by using their own words.

DEBRIEF

Conclude the activity with a debriefing by posing such questions as:

1. What is the background for the Global Goals?

2. Why are the Global Goals important?

3. Which Global Goal do you find the most important? Why?

4. What can you do in your everyday life to make a difference?
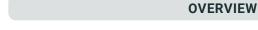
PRINTOUTS

▸ Bingo Cards

▸ Reading Cards

Scan the QR code and download all the supportive materials for this method.

RESOURCES

▸ Sustainable Development, "Transforming our world: the 2030 Agenda for Sustainable Development", *https://sdgs.un.org/2030agenda*

▸ United Nations, "The United Nations Sustainable Development Summit: 17 Goals to Transform Our World", *https://www.youtube.com/watch?v=89tInECFdQ4*

▸ United Nations, "Sustainable Development Goals: Improve Life All Around The Globe", *https://www.youtube.com/watch?v=kGcrYkHwE80*

▸ United Nations Development Programme (UNDP), "Transitioning from the MDGs to the SDGsUnited Nations", *https://www.youtube.com/watch?v=5_hLuEui6ww*

LET THE IMAGE TALK

OVERVIEW

In this activity, the students divided in groups make posters for assigned Global Goals by identifying key words and associated images.

RELEVANCE TO SCHOOL SUBJECT(S)

Art, Languages

OBJECTIVES

To understand the Sustainable Development Goals.

MATERIALS

‣ One sheet of A3 paper per group.

‣ Global Goals cards.

‣ Magazines/Newspapers.

‣ Glue (one per group).

‣ Scissors (one per group).

‣ Pencils (a set per group).

‣ Sheets of paper.

60"   17-51

All ages

PREPARATION

‣ Prepare the Global Goals Cards.

INSTRUCTIONS

1. STEP

Divide the students in groups of 2-3 people. Give each group the sheet of paper and one Global Goal card (or let them pick a card from a pile, without seeing the Goal they pick). The groups should not show to each other the cards they received/picked.

Ask the groups to divide their sheet of paper in nine equal squares.

2. STEP

Ask each group to reflect on their Global Goal and identify eight keywords to describe it. Once the keywords were identified, ask the groups to create images associated with each of the keyword (e.g., by drawing or cutting representative photos from the magazines). The groups can have more than one image for the same keyword.

3.
STEP

Tell the groups to place the images in eight squares on their sheet of paper (one square per keyword) and leave the ninth square empty – that is the place for their Goal that will be added later during the exercise.

4.
STEP

Ask the groups to showcase one by one their posters to the class and have the other students say keywords they associate with the images they see (use about 10 second per image). At the end, have the class to guess the Global Goal represented on the poster. Ask the group presenting to reveal the Goal and then stick it on the poster.

5.
STEP

Finish the exercise by making an exhibition of all the posters.

DEBRIEF

Have the students take their seats and conduct a debrief based on such questions as:

▸ Were you more leaning towards positive or negative depictions of Goals in your images? Why?

▸ Was it hard to guess which Goal the pictures were associated with? If yes, why? If no, what made it easy?

GLOBAL GOALS HEROES

RELEVANCE TO SCHOOL SUBJECT(S)

Language(s), Geography, Culture

OBJECTIVES

To inspire the students to take individual actions in achieving the Global Goals.

MATERIALS

▸ Cards of the Global Goal.

▸ Projector and laptop. Optionally, print the pictures.

▸ Phone/tables with access to internet.

60"   **17-51**

All ages

PREPARATION

▸ Find a photograph of different activists of the Global Goals (e.g., Wangari Maathai, Adenike Oladosu, Vanessa Nakate, Malala Yousafzai). You will need one activist per group of students.

▸ If you cannot project the photographs, print one copy of each.

▸ Print and cut cards with each Global Goal.

INSTRUCTIONS

1. STEP
Project the pictures of the activists selected or display them on a wall/whiteboard. Ask the students whether they know who the persons in the photographs are and what they are known for.

2. STEP
Briefly tell the students that all the persons in the photographs are activists of the Global Goals. See if the students can relate each activist to the Goal they promote.

3. STEP
Divide the students in groups of 3 and assign an activist to each group (you can also have the groups choose one of the activists or make a lottery).

4. STEP

Ask the groups to make a presentation about their activist. Their presentation should as a minimum contain:

- ▸ Short background of the person (e.g., age, country of birth/residence).
- ▸ The Goal(s) the person campaigns for (works with).
- ▸ How do they campaign for the Goal?
- ▸ Examples of at least 1-2 renowned activities/actions/campaigns done by the activist.
- ▸ Current achievements.
- ▸ A quote by the activist.

The presentations can be made as a poster or power point presentations.

5. STEP

After each group finished preparing the presentation, have them present them in front of the class.

6. STEP

When all the groups have presented, conduct a plenary discussion about what actions the students can do to contribute at the achievement of the Global Goals.

DEBRIEF

Conduct a debrief based upon such questions as:

- ▸ Which of these activists inspired you the most? Why?
- ▸ Do you believe you can contribute towards promotion of SDGs? How? (If some say they believe there is nothing they can do, offer posting on social media as form of activism, or even self-learning about the topic).
- ▸ How would you participate as an activist, be it locally or privately?

TIPS FOR EDUCATORS

This activity can be done with a variety of activists and people contributing towards a better tomorrow. Pick different activist depending on the school subject or add more depending on the class/group size.

ACT FOR SUSTAINABILITY

OVERVIEW

In this activity the participants working in groups will create a communication calling relevant stakeholders to take responsibility for achieving targets of the Sustainable Development Goals.

RELEVANCE TO SCHOOL SUBJECT(S)

Humanities, Art

OBJECTIVES

To engage in activities that promote the need for actions to achieve the targets of the Sustainable Development Goals.

To take personal responsibility to achieve the Sustainable Development Goals.

To reflect on the individual and collective responsibility of various stakeholders to achieve the Sustainable Development Goals.

190"   12-24

13-21

MATERIALS

▸ A flipchart paper and makers for each group.

▸ Laptop and Projector.

▸ Access to internet.

▸ One smartphone/tablet per group.

PREPARATION

Prepare to project a poster of the Sustainable Development Goals.

INSTRUCTIONS

Part 1: Targets and Stakeholders

1. STEP Project the Sustainable Development Goals, see for example the UN's posters at: *https://www.un.org/sustainabledevelopment/news/communications-material/*

2.
STEP

Explain the participants that in this activity they will work in groups and each group will choose one Sustainable Development Goal to look closely at its targets and the stakeholders responsible to achieve each target. They will then choose one stakeholder for which they will make a short communication urging them to take responsibility or action on the target. **(5 min)**

3.
STEP

Divide the participants in groups of 3-4 people. Ensure that in each group there are at least one smartphone/tablet available. Give the groups 5 minutes to discuss and agree the Sustainable Development Goal they would like to work further in this activity. Ask each group to present what Goal they have chosen and why. **(15 min)**

4.
STEP

Give each group one flipchart paper and markers. Ask the groups to divide the paper in four columns and allocate a column to "Companies", "Individuals", "National Governments", and "UN".

5.
STEP

Once the groups are done, ask them to go online and find the targets of the Sustainable Development Goal they chose, then in the next 20 minutes discuss and agree for each of the targets which of the four stakeholders has the main responsibility to achieve it. They should then write the target in the corresponding column. **(25 min)**

6.
STEP

When the time is up, ask each group to present the targets of their Goal, who they think the main responsible to achieve each target is and why. Discuss whether the main responsibility could be placed differently. Allocate 10 minutes per group, including discussion and eventual questions and/or comments from the floor. **(45 min)**

Part 2: Communication to Stakeholders

1.
STEP

Ask the same groups to choose one target of their Goal and then make a communication (a message) to one of the four stakeholders that urges them to take responsibility or act upon the target. The communication can be in the form of a video, poster, or any other format they deem appropriate. A video communication should, however, not exceed 2 minutes. Allocate 30 minutes to complete the task. **(35 min)**

2.
STEP

When the time is up, give each group 5 minutes to present in plenary their communication and explain the choice of their stakeholder. **(30 min)**

3.
STEP

When all the groups have presented, ask them to share their communication on social media tagging the chosen stakeholder and using the hashtags "#GlobalResponsibility"; "#SDGsatStake"; "#GlobalGoals". **(10 min)**

4.
STEP

Bring the participants in a circle to debrief.

Conduct a debrief around the following questions **(25 min)**:

1. Was it difficult to attribute the main responsibility for achieving the targets of your chosen Goal to one stakeholder? Why/Why not?

2. What discussions did you have when choosing on whom to place the main responsibility?

3. How do you hope and expect that the stakeholder addressed through your communication will react?

4. Could you have chosen another stakeholder for your communication? What would have been the message?

5. If you should write a message to yourself concerning the target you chose, what would that be?

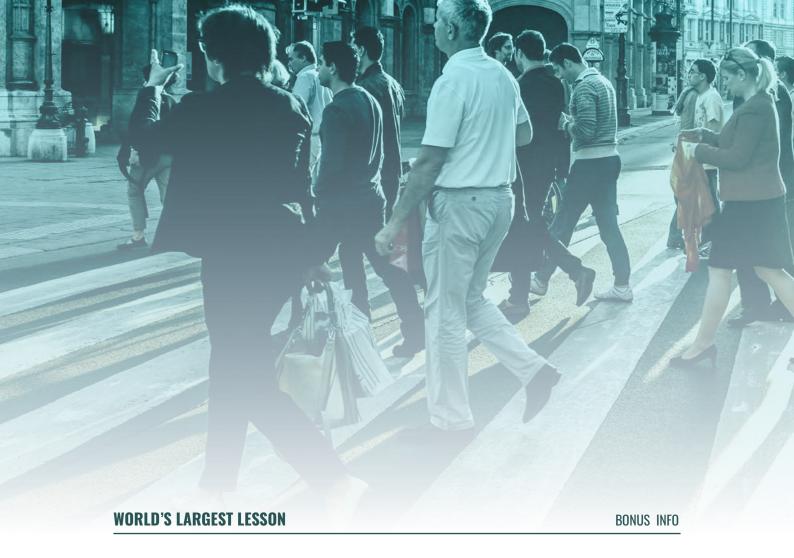6. Who has the responsibility to attain the Sustainable Development Goals?

7. What can you do?

FURTHER INFORMATION

United Nations, "SDG 17 Partnerships for the Goals", *https://www.un.org/sustainabledevelopment/globalpartnerships/*

United Nations, "Transforming our world: the 2030 Agenda for Sustainable Development", *https://sdgs.un.org/2030agenda*

United Nations, "Partnership Platforms for the Sustainable Development Goals", *https://sustainabledevelopment.un.org/content/documents/2699Platforms_for_Partnership_Report_v0.92.pdf*
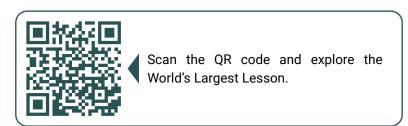
WORLD'S LARGEST LESSON

World Largest Lesson (WLL) produces creative tools for educators and action-focused learning experiences for children and youth.

WLL started in 2015 as a programme from Project Everyone, partnered with UNICEF and UNESCO, among others. The goal is to promote the use of the Sustainable Development goals in learning.

Not only that WLL produces tools for educators, but they also create campaigns and challenges to keep student learning engaging and relevant. Those campaigns and challenges are supported with local activations to make sure no one is left behind.

Explore the World's Largest Lesson at: *https://worldslargestlesson.globalgoals.org*

Scan the QR code and explore the World's Largest Lesson.

GLOBAL RESPONSIBILITY EDUCATION:
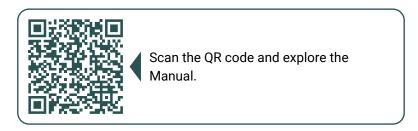## A MANUAL FOR YOUTH WORKERS

This Manual contains 46 educational methods that educators can use in their activities with young people in order to foster global responsibility and learn about the 17 Sustainable Development Goals. The Manual furthermore provides an example of a 3-day training activity with young people and other 11 best practices on promoting and advancing global responsibility collected from around Europe.

This Manual is the result of the project "Education for Global Responsibility II", co-funded by the European Union through the programme Erasmus+. The project was implemented between 2020 and 2022 by InterCollege ApS (Denmark) with partner organisations from United Kingdom, Germany, Italy, Poland, Slovenia, North Macedonia, Cyprus and Romania.

To access tool, please visit: *http://intercollege.info/about/publications*

Scan the QR code and explore the Manual.

YOUR NOTES

YOUR NOTES

ABOUT

This Guide is a supplement to the board game "Global Goals at Stake" and offers educators examples of debrief methods, ideas to use the game in different educational sectors and school subjects as well as best practices and other educational methods to raise awareness amongst learners about the importance of achieving the 17 Sustainable Development Goals.

We hope this Guide gives you inspiration on how to use the board game in your activities and further strengthen your work with the Global Goals.