SDGs
explained

17 Goals for Sustainable Development.
17 Project Ideas for Schools

BildungsCent e.V.

SDGs explained

With 17 Goals towards sustainable Development

This set of cards provides you with project ideas for the UN's 17 sustainable development goals (SDGs). Each card focusses on one of these goals. Each goal includes big and diverse topics. From these complex topics we have chosen one topic as an example. The chosen topics are diverse so that there is something for everyone. For example, there are topics about insect diversity, mental health and the gender care gap. The texts should give you an insight and inspire your own research and action. The connection between different activities and the goals is shown with brackets in the texts: For example: (▸*SDG 17)*.

Each project for the 17 SDGs contributes to a sustainable future life. No matter if big or small, at home or outdoors, with two or ten people, digital or analogue – it is most important that we act. Each project idea can be done from home via video calls or at school. Try to work together as much as possible, even if you are participating virtually from home. Your mutual exchange can motivate you and give you a sense of community for the project. Working together even has its very own SDG 17: Partnerships for the Goals.

The most important thing: Have fun with all that you do! With joy and enthusiasm for your project, you can get people interested in the 17 SDGs. Maybe they will even start their own projects. Let's change the world together, it needs us!

We wish you lots of fun, inspiration and exchange with the cards and your projects!

Sincerely, the BildungsCent e.V. team


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
SUSTAINABLE DEVELOPMENT GOALS

SUSTAINABLE DEVELOPMENT GOALS

Sustainability and the Agenda 2030

What is Sustainability?

Sustainability means to live in a way that neither other people nor our environment gets harmed in the future.[1]

The Agenda 2030 for Sustainable Development

In September of 2015, all members of the United Nations (UN) agreed upon goals to achieve sustainable development by 2030: The Agenda 2030 for Sustainable Development includes 17 goals with 169 sub goals that are binding for all participating nations. Everyone should orientate themselves according to these goals in order to create sustainable future societies.

The SDGs not only regard the environment (ecology), but also society, economy and culture. Only if all of these dimensions get treated in a sustainable way, we can achieve sustainability as a whole.

Our current way of life is not sustainable. This leads to big problems like climate change, environmental destruction and extinction, hunger and poverty.

Therefore, in each part of our lives, there are efforts to make them more sustainable. This is why we talk about sustainable agriculture, sustainable mobility or sustainable economy.

Education for Sustainable Development

Education plays a key role in achieving the 17 SDGs. This is why, in 2004, a separate agenda – the agenda for Education for Sustainable Development – was created *(▸ SDG 4)*. Until 2030, there should be great changes within education.[2] This agenda will allow people to better understand the consequences of their own actions and, thus, to be able to actively participate in creating a sustainable society. By participating in this project, we are already acting to create a more sustainable world! *

1 Cf. UN (n.A.): Academic Impact: Sustainability
2 Cf. UNESCO (n.A.): ESD for 2030 – Global Network
* For more information, take a look at the UNESCO Roadmap for Education for Sustainable Development. It will give you inspiration for your projects.

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Change of Perspective

Our Individual View on the World and the 17 Sustainable Development Goals

Diverse Perspectives on the 17 UN Sustainable Development Goals

The 17 SDGs were developed together by members of the world community.[1] Different perspectives on challenges of the future and how to manage them have an impact on the SDGs, for example the knowledge of indigenous people about how to best preserve biodiversity. There are many different forms of knowledge. Geographic, social, economic and cultural aspects influence our knowledge.

The shared knowledge in our society shapes our view on the SDGs and helps us develop solutions to achieving the goals. Because the world is so diverse, there are a wide variety of approaches and solutions towards reaching the SDGs.

Also, every person has a different perspective. These differences depend on what is important for a person to get on in their everyday life, their past experiences and their individual environment. There are no objective perspectives on these topics, neither for the challenges nor their solutions. That's why, it is important that we know and understand our own perspective so that we can reflect on and take other people's perspectives.*

Which Perspectives are of Interest to Whom?

All countries have to be active and adjust so that we can all reach the 17 SDGs. The topics discussed on these 17 educational cards were selected for countries from North-Western Europe and with a relevance to this region in mind. At the same time, the cards are designed to allow everyone to broaden their own horizon.

Always try to take a global perspective. How does a topic's relevance and importance differ in each country, like for your own country and that of your partner school? For example, the "Planetary Health Diet" *(▸ SDG 2)* is an important topic for us in Europe. However, how about other parts of the world where people may not have enough to eat? Is the "Planetary Health Diet" as relevant there as it is for us?** Which other topics could be relevant in other countries and parts of the world?

1 For more information on how the SDGs were developed, please visit the UN website: https://sdgs.un.org/goals.

* We often assume that our perspective is the right one. But there are as many perspectives as there are people. Our perspective is one of many *(▸ SDG 10)*.

** Is the "Planetary Health Diet" equally important for everyone in our country or are there differences here too?

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END POVERTY IN ALL ITS FORMS EVERYWHERE



No Poverty

End poverty in all its forms everywhere

Topic

No Poverty in the World

People who live in poverty do not have enough resources to live, meaning that they do not have enough money to cover basic needs. About 712 million people in the world live in extreme poverty, on less than $2,15 dollars* per day.[1]
To fight and eliminate poverty is very difficult, but it is very important because it affects people's entire lives. Often, people who live in poverty will suffer from health issues such as poor nutrition and food intake and inadequate living conditions *(SDG 2, 3, 11)*. In many cases, opportunities to receive proper education are rare *(►SDG 4)*.

* Research how much 2.15 US dollars is in your currency.
1 Cf. The World Bank (n.A.): Poverty and Inequality Platform

The Idea

When it comes to discussing complex topics, it is often helpful to talk to experts. Look for a local organisation that fights poverty, for example, a shelter for the homeless. Invite a representative to join a video call with you. Do your research, come prepared to the meeting and think, for example, about the following questions: Which topics are most interesting to you? Which connections are important? Write the questions down and take notes while you are in the call.

Documentation

Ask for permission to record the video conference and share the recording with your classmates/school afterwards. Write a short article about the conversation. What was important to you? Which questions and topics did you discuss? Ask your local newspaper or students' magazine if they are interested in publishing your report.

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END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION, AND PROMOTE SUSTAINABLE AGRICULTURE

Goal 2

Zero Hunger End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Topic

Healthy and Sustainable Nutrition

The agriculture and food industries produce around 37 % of greenhouse gases.[1] For example, The production and disposal of animal products are responsible for three quarters of these gases.[2] Therefore, our food choices have a huge influence on the emission of greenhouse gases. Our nutrition is also very important for our own health, which is the reason why scientists came up with the idea of a "Planetary Health Diet". This diet recommends a nutrition that is not only healthy for us but also beneficial to our planet *(►SDG 13)*.

1 Cf. Food and Agriculture Organization of the United Nations (FAO) (2020): Executive Summary – Food Security and Nutrition around the World in 2020.
2 Cf. ibid.

The Idea

Do research on the "Planetary Health Diet"[3]: Which meals do you know that are healthy and eco-friendly at the same time? Look up some new recipes and try them out while meeting up with a classmate on a digital platform or in school.

Tip Are the vegetables you are using from your region and typical for the current season? Buying regional and seasonally available products is a way to avoid long and unnecessary supply chains.

3 Cf. The EAT-Lancet Commission on Food, Planet, Health(2020): Summary Report.

Documentation

Collect all the recipes you tried out in a collective "Climate Cookbook" (online or in a notebook). This way, you can always review your collection and share the recipes with others.

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3 GOOD HEALTH AND WELL-BEING



ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

Goal 3

Good Health and Well-being

Ensure healthy lives and promote well-being for all at all ages

Topic

Mental Health

Although speaking about our mental health can be difficult, it is essential – not only for our everyday personal lives but for our professional lives as well. It is important to have friends we can talk to and a supportive family. Taking time for ourselves on a daily basis is also crucial.[1] We could, for example, focus on a mindful, quiet breakfast instead of eating in a hurry, or go for a walk, meditate, paint or exercise.

1 Cf. World Health Organization (WHO) (2024): Mental health.

The Idea

Routines are important for our well-being. Reflect on this: Which habits would you like to try out during the next two weeks? Remember: These routines are supposed to be a time you take just for yourself. For example: Practise yoga/sports, listen mindfully to your favourite song, observe birds, dance, meditate …

Try to implement the new routine every day during the next two weeks. It's important that you connect the new activity to a good feeling. Whenever you get the impression that the routine is too much or isn't as beneficial as you were hoping, you can always change it.

Documentation

Try to observe if the chosen routines are good for you and your well-being. Write about your experiences in a personal journal. Optional: Would you like to share your thoughts with others, too? With your classmates: Create a collective diary together with your classmates, include your own (anonymised) texts.

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4 QUALITY EDUCATION



ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

4 QUALITY EDUCATION

Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 4

Topic

Education for Sustainable Development

There are multiple challenges for our future. If we want to have a sustainable and just world, we have to act now. To achieve every SDG, we need Education for Sustainable Development. Education for Sustainable Development means to learn competences like collaboration, critical thinking and empathy. In this context, schools and other learning facilities play an important role. They offer us the opportunity to test new ideas and find collective solutions. Pupils and teachers can get active with their own projects.[1]

1 Cf. UNESCO (2020): Education for Sustainable Development: A Roadmap

The Idea

Brainstorm: How is Education for Sustainable Development possible in your school? Interview pupils from different age groups – in person or via video call. Ask them how they would like to learn. What would they like to have more time for in school? Which topics excite them? When is school fun?

Present your results to your teachers and the school's principle. Discuss: How can these ideas be put into practice?

Documentation

Record the interviews. Develop a podcast episode with snippets from the interviews as well as information about Education for Sustainable Development.

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ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

5 GENDER EQUALITY

Gender Equality

Achieve gender equality and empower all women and girls

Goal 5

Topic

Gender Equality and Language

Gender equality has many different dimensions, which includes the amount of time that men and women spend on unpaid housework and care work. We talk about the gender care gap when men and women do not share care work equally. This includes caring for children and older family members as well as housework. Generally, women do more of the care work as compared to men. This inequality can affect women's educational and career opportunities and how much money they earn. In order to close the gender care gap, a cultural change that challenges gender stereotypes is needed. But it also needs political measures, for example affordable and full-day childcare.*

1 Cf. European Institute for Gender Equality(2023): A Better Work–Life Balance: Bridging the gender care gap

* For more information check out the European Institute for Gender Equality https://eige.europa.eu/

The Idea

Reflect: Can you observe the gender care gap in your everyday life? Compare with your classmates what tasks you have at home or at school. Discuss the differences in terms of time and type of tasks.

Research: Are there any statistics on the gender care gap in your country? Alternatively, you can analyse the Gender Equality Index* of your country and compare it to other EU countries.

Documentation

Create an information poster with your results and display it in the school. Add empty fields in which everyone at your school can enter their ideas for measures to reduce the gender care gap. Divide these into individual measures and political measures.

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6 CLEAN WATER AND SANITATION



ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL

6 CLEAN WATER AND SANITATION

Clean Water and Sanitation

Ensure availability and sustainable management of water and sanitation for all

Goal 6

Topic

Groundwater and Sealed Surfaces

In the European Union, around 2.3 % of the total surface area is sealed, i.e. impermeable to water.[1] This means that cities and communities have completely developed and built on theses surfaces *(►SDG 11)* and the water can no longer drain naturally. The soil is also severely damaged *(►SDG 15)*, which can cause flooding and high groundwater levels. Groundwater is essential for people, animals and plants. It is a habitat for many organisms and the base of life for wetlands and marshlands.[2] It is also a fundamental part of the entire water circulation of the earth.

1 Cf. German Environment Agency(2022): Prevention of land take
2 Cf. Ramsar Convention on Wetlands(2010):Handbook 11-Managing groundwater

The Idea

At home: Look for surfaces that are sealed near your home. Ask the city council: Can you break up these surfaces? If the city administration agrees, uncover the surface and break up the seal. Design the bricks for example. You could dig a small hole where the water can drain, or you could use bricks that are porous and water permeable.

At school: Create a space on your school's campus where water can drain well. Talk to your school administration about your plan before you start.

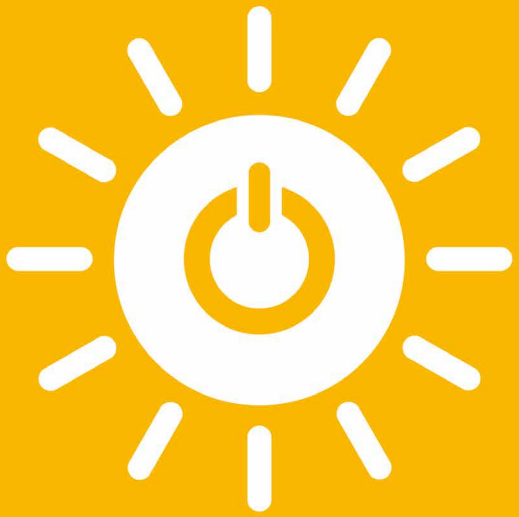
Documentation

Take pictures of your planning sessions and when you are working on your projects. You could, for example, create a (digital) poster and put it up in your classroom or on the school's website. Use your posters to make other pupils aware of the topic.

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7 AFFORDABLE AND CLEAN ENERGY



ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL



AFFORDABLE AND CLEAN ENERGY

Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 7

Topic

Energy Saving and Climate Protection

Every day, we use a lot of energy and electricity at home, at work and at school. If we want to protect the climate, we have to save energy. It makes a big difference if we all adjust our behaviour – at school and in our everyday lives.* Our behaviour can have a big impact and we can be a role model for others.

* We are not the only ones who are responsible. Politicians need to act, too! By the way: most of the energy used in society happens in industrial companies and institutions and traffic. We can all help change this issue!

The Idea

At home: Look for sources that use a lot of energy. Talk to your family and find solutions and ideas about how you can reduce the amount of electricity you use. Create signs that include tips and tricks how to save energy and and set them up around the house.

At school: Where does the electricity come from in your school? Ask your principle. Discuss with your classmates: Are there ways to use renewable energy in your school? You could look, for example, for funding programmes which support such ideas and projects.

Documentation

Create a colourful collage and showcase your solutions for how to save energy. Present your collage when you meet next with your partner school.

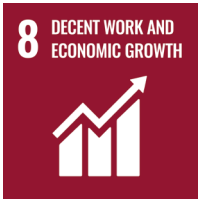
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8 DECENT WORK AND ECONOMIC GROWTH



PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL



Decent Work and Economic Growth

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 8

Topic

Modern-Day Slavery

Almost 50 million people in the world are enslaved today.[1] More than half of these people are forced to do hard physical labour, which is often harmful to their health *(▸ SDG 3)*. Other victims of modern-day slavery are sexually exploited or trafficked, or are forced to marry people they don't want to marry. Enslaved children are forced to fight in wars or work in factories.[2]

Consumption and consumerism in Europe *(▸ SDG 12)* often play a role in worldwide exploitation of people. For example, people have to work very hard in the southern european agriculture industry so that we in the EU can buy fresh fruit and vegetables.[3] For our clothes and our tools, people all over the world are forced to work incredibly hard in factories.[4]

The Idea

Research the different forms of modern-day slavery and child labour. Pick one form of slavery and think about it: Who enforces modern-day slavery? Who protects enslaved people? Make a list of people who are involved (e.g., trade companies, unions, etc.).Think about possible solutions to the problem. For example: What do trade companies have to do to end modern-day slavery in agricultural businesses?

Documentation

Get in touch with local organisations that are fighting modern-day slavery or contact companies that make it a point to avoid cooperation with companies who use forced labour. Set up an interview with a representative from such an organization or company and write a short report about your conversation. Publish the report on your school's website.

1 It is hard to accurately calculate this number because slavery is prohibited around the world. Cf. International Labour Organisation(2022):Global Estimates of modern slavery.
2 Cf. Walk Free Foundation (2023): The Global slavery Index 2023.
3 Cf. Rosa Luxemburg Stiftung (2019): Slaves in Europe
4 Cf. Genocide Alert e.V. (2020): Open Letter of Concern.

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9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION

Industry, Innovation and Infrastructure Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 9

Topic

Digitalisation and Automation

Industries are changing: Machines are able to handle technical processes better than before and can often do so automatically. Due to digitalisation, these machines are connected to each other. They can improve their processes automatically by themselves. Robots and artificial intelligence (AI) play a key role. These innovations partly substitute the human workforce. Therefore, the job market is changing drastically *(▸ SDG 8)*. While machines and artificial intelligence take over human jobs, new job opportunities are also being created.

The Idea

At home: Think about future jobs. Which tasks will become more important in the next years when industry and infrastructure will be digitalised? Discuss these questions with each other.*

At school: Organise an online job fair of the future for your school. Present your fellow pupils with future job opportunities, e.g., jobs in urban agriculture, architecture or social work.**

* With these questions, there is no right or wrong. A discussion is very valuable with these kinds of topics. You can build your own opinion by doing so.
** Take a look at the other SDG cards. They might help you with finding ideas for future jobs.

Documentation

Create a catalogue with your job profiles. You can give it to your school library to support other pupils in their job search and when it comes to their job choices.

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REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

10 REDUCED INEQUALITIES

Reduced Inequality

Reduce inequality within and among countries

Goal 10

Topic

Privileges

We think in categories, often dividing these categories into 'good' and 'bad'. These categories are often biased and subjective.

People, too, get sorted into categories. Physical and intellectual skills are two examples of these categories. Without a disability, I have privileges in society and many things are easier for me – like finding a flat.

Privileges are unfair. People do not treat each other equally. Some people don't have the same chances as other people. Privileges are based on social structures. Our society is made for people with privileges. Often, people don't see their own privileges and advantages. They think their opportunities in life are normal.

For example, people who are male, heterosexual, healthy, not old, Christian/non-religious and perceived as white are the people who often enjoy the most privileges in European countries.

The Idea

Brainstorm: What are counter categories to the above-mentioned categories – e.g., heterosexual – homosexual? Can you think of additional categories and privileges?

Do an experiment: Take a backpack. For each of your privileges, put a book inside the backpack. How heavy is your backpack?

Discuss: When and where can you see inequalities? Are they due to privileges?*

* You can not change your privileges. They have a lot to do with the history and the structure of your society. It is important that we know our privileges. Then all people can treat each other equally.

Documentation

What have you learned? Write down sentences that will remind you of what you have learned and what might have been surprising.

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11 SUSTAINABLE CITIES AND COMMUNITIES



MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

11 SUSTAINABLE CITIES AND COMMUNITIES

Sustainable Cities and Communities

Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 11

Topic

Change to the Public/Private Transportation System

Traffic is responsible for one fifth of greenhouse gases and contributes significantly to the climate crisis. Traffic is also bad for people's health *(►SDG 3)*. For instance, car emissions pollute the air we breathe.[1] However, changes to the transportation infrastructure could make cities and communities appeal more to all people as safe and clean living spaces. On top of that, less traffic contributes to the reduction of greenhouse gas emissions. We need more public transport, better cycling and pedestrian lanes, public places and parks. That way, people can meet in the city and move about in an affordable, clean way.

1 Cf. Heinrich Böll Stiftung European Union (2021) European Mobility Atlas

The Idea

Take a bike trip through your town or community. Observe: Which parts are dangerous for cyclists? How many parking spaces and green areas do you see? Is there a hierarchy within the participants of the traffic around you? Discuss your observations with your classmates and teachers.

Think about the future: How could your bike trip be improved? What could a change of the infrastructure and traffic look like in your city? How could streets be better utilized? Where would you like to see a park? Reach out to your local government: Find out if there are people in charge for your ideas? If so, make an appointment.

Documentation

Write down the observation of your bike trip and mark special places on a city map. Take pictures and add them to your notes. Draw a city map of the future based on your visions and ideas for city development.*

* At times, administrations need some time to approve and process changes. Don't be discouraged. For a new and different future, it is important to think like a visionary even if your city cannot implement your ideas right away.

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ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Responsible Consumption and Production

Ensure sustainable consumption and production patterns

Goal 12

Topic

Consumption and "Fast Fashion"

In Europe, many people live in abundance and many people consume too much. Our consumption wastes too many of the planet's resources. The production of the goods we buy here often takes place outside of Europe. Factories contribute significantly to the pollution of the environment with production *(►SDG 6, 14, 15)* and exploit people in the process *(►SDG 8)*. When we buy new things, we need to take into consideration: Do we really need them? Could we buy them second-hand, share them or borrow them? Of course, this isn't easy. Many fast fashion companies produce about 24 new collections every year[1] and in the EU, for example, every person buys, on average 8.7 kg of clothing and footwear per year.[2]

1 Cf. Harvard Business Review (2020): The Myth of Sustainable Fashion.
2 Cf. European Environmen Agency(2022): EU-27 apparent consumption of clothing, footwear and household textiles.

The Idea

Establish an exchange or swapping corner at your school. You can do this, for example, on your school's website, on social media or on a blog. Everyone can offer their second-hand clothes in exchange for other used clothes.[3] The exchange does not need to be limited to clothing: jewellery, shoes, books, games and other things can also be swapped. Later on, you could create a physical space on your school campus, setting it up in an appealing fashion so that it's fun to be there. If you have space, you could, for example, put in a couch or a fitting booth for people to try on clothes.

Documentation

Take pictures/screenshots and write about your exchange corner. Talk about your experiences on social media, a blog or your school's website. Once a week, post about your classmates' products on social media.

3 You can, for example, find other ideas and inspirations for sustainable use of clothes in the resources of the German Federal Environmental Agency if you look for "Bekleidung". (clothing/clothes).

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13 CLIMATE ACTION



TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

13 CLIMATE ACTION

Climate Action

Take urgent action to combat climate change and its impacts

Topic

Data about Climate Protection

Researchers and scientists have long been continuously gathering data about the Earth's climate. They have observed that the climate has changed drastically since the industrial age*. Since then, for example, the amount of greenhouse gases in the atmosphere has significantly increased. The Earth's temperature has risen in this time by 1 degree Celsius.[1] This scientific data shows that climate change not only exists, but that we are facing a climate crisis. Climate change destroys living environments of animals and plants and, as a result, species become extinct. We have to act together and immediately to save humankind and the environment.

The Idea

Look up dates and figures that describe the climate crisis. Use trustworthy internet sites (e.g., websites of scientific journals).[2] Find out more about climate protection in your own country as well as across all of Europe. For example, what do you think of ideas like "Fridays for Future"? Compile the information you find as well as your opinion in a way that you find appealing. For example, write a short report, design a creative poster or write a song.

Documentation

Design an interesting and creative post using facts and figures and share it on a social media platform.

* Since the end of the 18th century.
1 CF. IPCC (n. A.): Headline Statements.
2 You can find more information for example at www.eea.europa.eu/en/topics/at-a-glance/climate

Goal 13

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CONSERVE AND SUSTAINABLY USE THE OCEANS, SEAS AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT

14 LIFE BELOW WATER

Life Below Water

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Topic

Sea Whirls and Garbage Swirls

Sea water flows through all five oceans. Close to the equator, bodies of water from the North and South hemispheres congregate and create sea whirls. Garbage is floating in every ocean. This garbage consists of very small plastic pieces and is actually barely visible. These microscopic particles also float deeper in the depths of the sea. In the Atlantic Ocean alone, it is estimated that there are between 12 and 21 million tons of plastic particles below the water surface.[1] If water streams pull the garbage into the ocean vortexes, vast whirlpools of garbage are created. Globally, there are five of these huge swirls.

1 Cf. Pabortsava, K; Lampitt, R.S. (2020): High concentrations of plastic hidden beneath the surface of the Atlantic Ocean, in Nat Commun 11, 4073.

The Idea

At Home: Go for a walk near your home and collect garbage in the environment.*

In school: Initiate a garbage collection event at your school. Form small groups of pupils and walk around the neighbourhood and collect any garbage you can find. Post about the event on social media; for example, on your school's social media platforms or accounts. How much garbage did you collect?

* Please bring and use gloves and big garbage bags.

Documentation

Film the garbage collection event. Cut and edit all the clips from your fellow classmates and create a video. In the video, report how garbage gets to the oceans and why that is a problem.

Goal 14

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PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND HALT BIODIVERSITY LOSS

15 LEBEN AN LAND

Life on Land

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Topic

Diversity of Insects

Globally, there are about 5.5 million insect species, but more and more species are becoming extinct. Global eco-systems rely on insects because they pollinate plants, help decompose dead animals and enhance the quality of soils. European insect habitats include wildflower meadows, roadsides or different kinds of farmlands. These habitats, however, are becoming less and less available to insects, especially because of the impacts of industrial agricultural farming on the environment. Insects cannot find enough food or shelter anymore and, as a result, more and more insects are dying out and becoming extinct.[1]

1 Cf. Heinrich-Böll-Stiftung, BUND und Le Monde Diplomatique (Hrsg.) (2020): Insektenatlas. Daten und Fakten über Nütz- und Schädlinge in der Landwirtschaft (2. Aufl.), S. 6–7.

The Idea

At home: Build a small bug hotel, for example, made out of a tin can or wood. Get inspired by doing research online. Put the hotel on your balcony, in your garden or backyard, in a park or, later on, on your school campus grounds.

In school: Create an insect paradise and bug hotel on your school campus grounds. Put the bug hotel in a secluded, sunny place. Sow wild flowers nearby.

Documentation

Take photos while researching, building and sowing. Observe your paradise in the next few weeks and take pictures of the diversity of insects that come to visit. You can share your observations in a digital picture album online with other pupils. Your classmates or fellow pupils at your school could add their own pictures to the album.

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PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Peace and Justice Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Topic

Participatory Decision-making

Citizens' councils are an effective tool of participatory* decision-making in a democracy. Citizens choose other citizens on a random basis. These elected citizens become part of a council. They discuss specific topics such as measures for climate protection *(►SDG 13)*. They gather information** and then meet and discuss the topic. Then, they pass on their recommendations and their advice to politicians.[1]

The Idea

Brainstorm: How could you set up a pupils' council in your school? Get information by calling a citizen council and ask for tips and advice. What do you have to keep in mind?

It is important that the pupils' council meets to discuss a specific topic and that its members are chosen at random. For each topic, there should be a new council***. By doing so, you create a democratic movement at your school. Your school will become more participatory and inclusive.

Tell your principle and school administration about your concept. Establish a (digital) platform or space where you collect topics from your fellow pupils; for example, the redesign of your cafeteria, opening a library or doing a project week.

Documentation

Design a (digital) poster to advertise the concept of your pupils' council. Promote the idea that pupils can suggest their own topics. You could use social media platforms to advertise the council and the project.

* Participatory means that people take part in a topic that concerns them.

** Participants are not experts but have a variety of knowledge and expertise. They may never have heard of the topic before.

1 More information and example projects at: https://participationplaybook.org/citizens-assembly

*** This is an important difference between a pupils' representative committee (student reps) and the pupils' council. From the very beginning, talk to your school administration and ask for recommendations and advice – this way, the project may be taken more seriously.

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STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

17 PARTNERSHIPS FOR THE GOALS

Partnerships to achieve the Goals

Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Topic

Act Together

We will only reach all of the UN's 17 goals if we work together. Partnerships between people and institutions can create important changes – on a local, global, political and social level. Partnerships are important everywhere. The more people act together, the higher the impact. Think about, for example, "Fridays for Future"*. Another good example of an international partnership is a school partnership.

* At the beginning, Greta Thunberg was standing by herself in front of the city hall in her town in Sweden and protested against climate change alone. More and more people joined her. Now, worldwide climate protests are taking place. As a result, politicians are making more decisions about climate protection.

The Idea

Brainstorm: What is important for the partnership between you and your partner school? What do you learn from each other? How can you help the other pupils? What can you achieve together? How can you support each other? Discuss these questions with you partner school.

Create a picture about the topic "What is a good partnership?" Draw, write, paint, glue… and design a small work of art about the topic. Different pictures of good partnerships will be created!**

** These pictures may show that, sometimes, there are different expectations when it comes to a partnership. This can be challenging. It is important that you and your partner have common goals and focus on those together.

Documentation

Take pictures of your artwork. Merge these photos digitally with the ones of your partner school. An entirely new artwork has been created. It is a symbol for your partnership.

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