

SUSTAINABLE DEVELOPMENT GOALS

Activity Pack

**You're on a mission to help your learners
create a better world.**

This pack is designed to
make learning the
Sustainable Development
Goals (SDGs) fun and
rewarding.



Britannica
EDUCATION

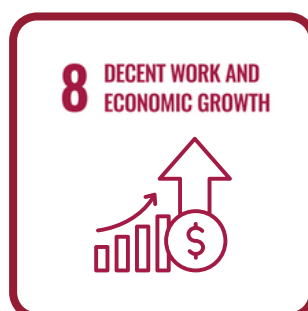
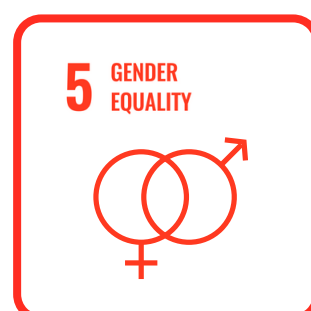
What's Inside this Pack?

17 Sustainability Development Goals. Each with **1 – 2 activities** that you and your learners can do to help achieve the goals by 2030.

The activities are designed for children aged 9–13. They are hands-on, creative, and encourage young people to come up with their own ideas.

Print

Print these as mini-cards for class activities!



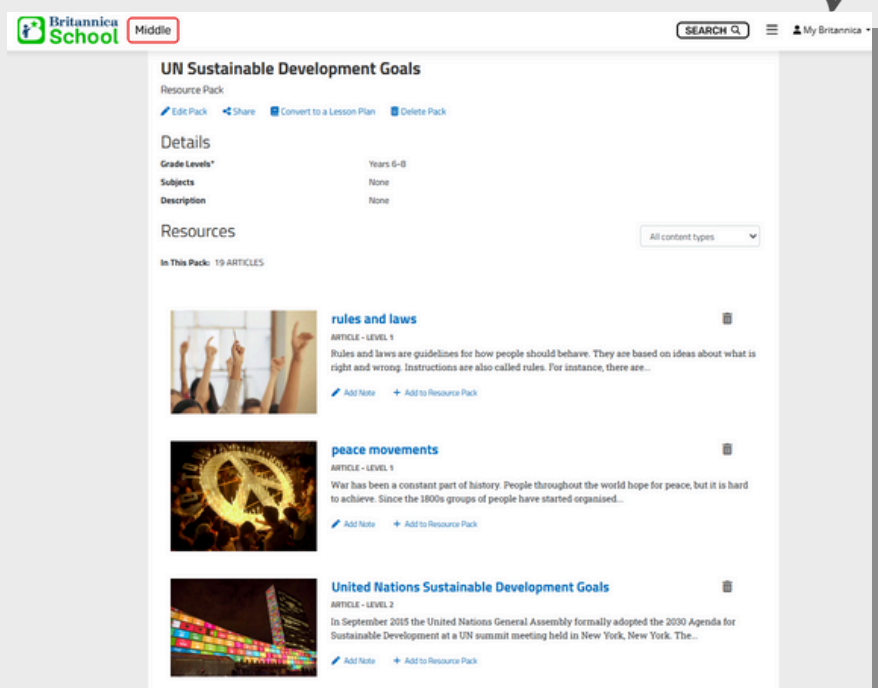
Support these activities with differentiated multimedia using **Britannica School articles & the SDG resource pack**

All activities in this pack are designed to be used alongside content in [Britannica School](#). Article content can be adjusted at the click of a button, with multiple reading levels available – making it easy to support every learner in your class.



***To access the articles in this Activity Pack** you will need a Britannica School subscription. Check if your school already has a subscription or [CLICK HERE](#) to start a 14-day free trial.

Teacher Tip:
Britannica School resource packs are ideal for independent research tasks, inquiry-based learning and curiosity-led discovery!



Open
"UN Sustainable Development Goals"
resource pack →

Inspire
curiosity
and the joy
of learning.



Britannica School is the most trusted, comprehensive digital research resource built to empower F-12 students.

As the go-to site for research – the core of any inquiry learning model – Britannica School offers thousands of curriculum-aligned articles, images, videos, audio clips, primary sources, maps and recommended websites across three differentiated levels to meet every child's learning needs.

Trusted by millions of students & teachers worldwide

150M+
Students & Teachers

83
Countries

elearn.eb.com/britannica-school

Goal 1: No Poverty

This goal is all about making sure everyone has enough to live comfortably, with food, shelter & opportunities.



"Needs vs. Wants" Sorting Game

Learning Goal: To figure out the difference between what we need to live and what we just want.

Research with Britannica School: Before starting the activities, get students to use Britannica School to research the topic of [poverty](#).

Their goal is to find out:

- What is poverty?
- What are the different types of poverty?

Once they've completed the research, give each student Worksheet 1.

How the Game Works:

1. Give each child a list of needs vs. wants. See "Activity 1 Worksheet".
2. Instruct them to cut out each card and then sort them into two piles:
 - a. **"Needs"** - the absolute must haves to stay alive, healthy and safe.
 - b. **"Wants"** - the nice to have and make life more fun and comfortable.
3. After completing the activity, encourage class discussion on their choices.

Discussion Questions:

- Were some items tricky to decide if they were a "need" or a "want"? Why?
- How do you think it feels for people living in poverty (meaning they don't have much money) when it's hard to get even their basic "needs"?
- What might happen to people if they can't get enough of their basic needs, like food or clean water?

Community Helpers Web

Learning Goal: To help find and appreciate the different groups and services in their local area that help people who are struggling.

Research with Britannica School: Before starting, get students to use Britannica School to research how to [reduce poverty](#). As they read, encourage them to think about what kind of organisations would try to reduce poverty.

Brainstorming: As a class, how different organisations or groups in your community help people in need. Write on the whiteboard places like:

- Food banks (where people can get food)
- Clothing drives (where people can get clothes)
- Community health clinics (where people can get medical help)
- Libraries (which offer free resources and learning)
- Affordable housing initiatives (which help people find homes they can afford)

Once they've completed the research, give each student "Activity 2 Worksheet".

Create the Web: Give each student the Activity 2 Worksheet. Get them to write "Our Community" in the middle. Then, encourage them to draw lines from "Our Community" to other circles or bubbles around it. In each new bubble, they'll write the name of a helper group and a short description of how they help. Encourage them to use what they've learned from Britannica School to help explain their purpose.

Post-Activity Questions:

- Based on your Britannica School research, why do these helper organisations exist in our community?
- How do they make a real difference in people's lives?
- What are some ways we can support these groups? (For example, we could volunteer our time, donate things we don't need, or simply spread awareness about the good work they do!)



Goal 1: No Poverty

Needs vs. Wants Cards

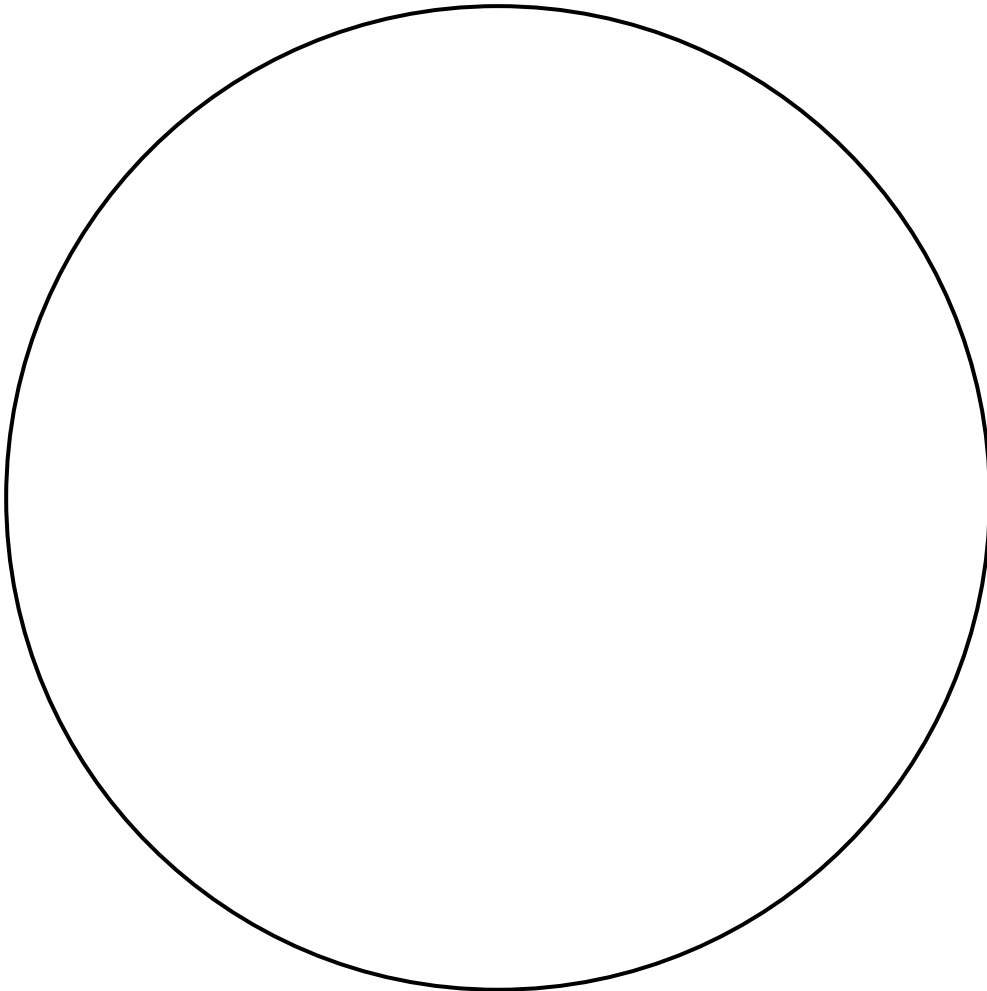
Instructions:

Cut out each box below. Then, sort them into two piles: "Needs" and "Wants."

Television	Ice Cream	Bike	Toilet Paper	House
Pet Dog	Warm Blanket	Books	Clean Water	Job
Video Game Console	Electricity	Internet Access	School Supplies	Safe Place to Live
Warm Winter Coat	Healthy Food	Smartphone	Sports Car	Medicine

**Goal 1: No Poverty****Community Helpers****Instructions:**

1. In the large circle, write "Our Community."
2. Around the circle, write the names of different groups in your community that help people in need.
3. Draw a line connecting each helper group to "Our Community."
4. Underneath each helper group's circle, write a sentence or two describing how they help.



Goal 2: Zero Hunger

This goal is about making sure we all have enough healthy food to eat & supporting the farmers who grow our food.



Food Journey Mapping

Learning Goal: To understand where food comes from and the journey it takes to our plate.

Research with Britannica School: Before starting the activities, get students to use Britannica School to research [how farmers grow our food](#).

Instruct students to answer the questions below:

- **Choose a food item:**
- Where is it grown?
- How is it harvested or collected?
- What happens to it after it is harvested? (e.g., cleaned, packaged, etc.)
- How does it travel to the store? (e.g., truck, plane, etc.)
- Based on your research, where might food waste happen in its journey?

Map the Journey: Give each student Activity 2 Worksheet. Instruct them to create a visual map of their food item's journey. Get them to use arrows to show the direction of travel and include drawings or short descriptions for each step. Once their journey is complete, encourage them to share and discuss their drawings.

Post-Activity Questions:

- What was the most surprising step in your food item's journey?
- Where did you find the most opportunities for food waste to happen?
- How does understanding this journey help us appreciate the work that goes into providing our food?



Goal 2: Zero Hunger

Food Journey Map

Instructions: In the space below, create a visual map of your food item's journey. Use arrows to show the direction of travel and include drawings or short descriptions for each step. Be sure to mark any places where food might be wasted!

Goal 3: Good Health and Well-being

This goal aims for everyone, no matter their age, to have healthy lives & feel good, both physically & mentally.

3 GOOD HEALTH AND WELL-BEING



Healthy Body Habits

Learning Goal: To understand how the different parts of our body work together and learn important habits for keeping them super healthy.

Research with Britannica School: Before starting the activities, get students to use Britannica School to read about [healthy living](#) and [exercise](#).

Instruct students to research Britannica to find out:

- What are the body system's main parts (heart system, lung system, etc.)?
- What do these systems do for your body?
- What are some specific healthy habits that help each particular system?

Create a Health Display: Give students "Activity 4 Worksheet" or write the following on the whiteboard:

- The name of your body system and what it does.
- Drawings or diagrams of its main parts.
- A list of "Top Tips for a Healthy [Your Body System]".

Encourage them to display their display or presentation with their peers.

Post-Activity Questions:

- Why is it important for everyone to understand how their bodies work?
- What are some simple things all of us can do every day to stay healthy, no matter which body system we focus on?
- Why should everyone have access to doctors and medicines, no matter where they live?



Goal 3: Good Health and Well-being

Top Tips for a Healthy Body

Instructions: Time to get creative! Plan your group's health display or presentation. Think about how you'll grab people's attention and teach them something new.

1. Our Body System: _____

2. What does this system do for your body? (Explain it in your own words!)

3. List 3-4 simple, fun tips for keeping this system healthy. Think about what you learned from your Britannica School research!

- Tip 1: _____
- Tip 1: _____
- Tip 1: _____

Sketch out below what your display will include. How will you design it?

Notes on our display:

Goal 4: Quality Education

To ensure everyone has access to a good, fair & lifelong education.



Story of a Learner Project

Learning Goal: To help build empathy and understand the different ways children around the world experience education.

Research with Britannica School: Before starting the activities, get students to use Britannica School to read about the [history of schools](#) and the different [types of schools](#) that exist around the world today.

Story of a Learner: Share stories or videos from Britannica School about children from different parts of the world and their experiences with education.

Instruct students to complete the following:

- **Choose a Story:** Pick a story that stands out to you most.
 - What was the main thing you learned about the learner's experience?
 - How does this learner's story make you feel?
- **Draw a Story:** Draw a scene from the learner's story. Try to show what you learned about their experience, whether it's a challenge they face or a moment of joy. (See Activity 5 Worksheet)

Encourage them to discuss their drawings and reflections with their peers.

Post-Activity Questions:

- What are some of the biggest challenges students face to get an education?
- What are the most important benefits of learning, not just for the student, but for their whole community?
- How can we appreciate the educational opportunities we have and find ways to support others who might not have the same access?

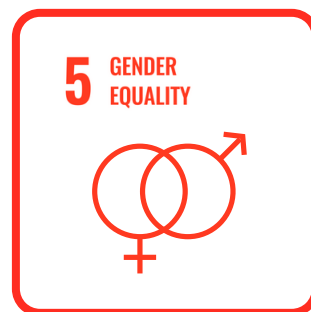
**Goal 4: Quality Education****My Learner's Story**

Instructions: Create a drawing that shows a scene from the learner's story. Try to show what you learned about their experience, whether it's a challenge they face or a moment of joy.

Reflection: Write a short reflection on your drawing. What does your drawing illustrate about the experience of learning in other countries.

Goal 5: Gender Equality

To ensure all people, regardless of their gender, have equal rights & opportunities.



Trailblazing Women in History

Learning Goal: To celebrate the achievements of women throughout history and understand their role in creating a more equal world.

Research with Britannica School: Before starting the activities, get students to use Britannica School to read an article titled "[women in history at a glance](#)." Ask them to choose a woman from the article that they find interesting or inspiring.

Become a Biographer: Have students use Britannica School and the recommended resources to learn more about the woman they have chosen.

Instruct students to complete the following:

- **Choose a Woman:** Pick a woman you find interesting or inspiring.
- **Research Her Life and Achievements:** Takes notes about her life, her notable achievements, and any challenges she faced.
- **Share Her Story:** Provide students with the Activity 6 & 7 Worksheets to help guide their research and create their presentation. Let them know that their aim is to show everyone what makes their woman a true trailblazer.

Encourage students to discuss their drawings and reflections with their peers.

Post-Activity Questions:

- What was a surprising fact you learned about the woman you researched?
- What challenges did she have to overcome to achieve her goals?
- Why is it important for us to learn about the accomplishments of women in history?

**Goal 5: Gender Equality****Meet My Trailblazer**

Name of the Woman I Chose: _____

What is She Known For?

- Science _____
- Art/Literature _____
- Politics/Leadership _____
- Sports _____
- Activism _____
- Other: _____

Her Achievements and Challenges

What are her most notable achievements? What did she do that made her so famous or important?

What was one major obstacle she had to overcome? (This might be a challenge she faced because of her gender, her time period, or other reasons.)



Goal 5: Gender Equality

My Presentation Plan

Plan How You'll Share Her Story With Your Class

What is the one key message you want your audience to remember about this amazing woman?

Sketch Your Poster or Plan Your Presentation Below:

A large, empty rectangular box with a black border, intended for students to sketch their poster or plan their presentation.

Goal 6: Clean Water and Sanitation

To make sure everyone has access to clean, safe drinking water & proper sanitation.



The Water Cycle Storytellers

Learning Goal: To explain the incredible journey of water through the water cycle and understand how pollution can harm our water, as well as how we can protect and clean it.

Research with Britannica School: Before starting the activities, get students to use Britannica School to read the articles “[water](#)” and “[pollution](#)”.

Encourage them to take notes on the following:

- Learn all about water, why it's so important, and the different stages of the water cycle.
- Discover what water pollution is, where it comes from, and how it affects living things and our planet.

Create a Story: Give students Activity 8 Worksheet. Instruct them to create a comic strip, or an animated flipbook that follows a water droplet's journey. Have them include:

- The different steps of the water cycle (like evaporation, condensation, precipitation, collection).
- At least one point where the water droplet might encounter pollution.
- Ideas for how that pollution could be prevented or cleaned up, showing how we can make a difference!

Encourage students to discuss their comic and reflections with their peers.

Post-Activity Questions:

- What are the main steps of the water cycle?
- How does pollution impact the health of our water sources (like rivers, lakes, and oceans)?



Goal 6: Clean Water and Sanitation

My Water Cycle Comic

Instructions:

Use these panels to sketch out your ideas for a comic that shows a droplet's water cycle, plus its collision with pollution.

Example Drawings: These are just examples you can draw. Have fun!



Water droplet



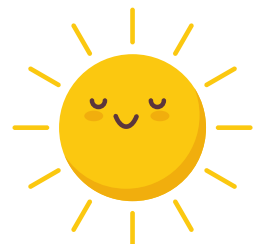
River



Evaporation



Rain



Sun

Goal 7: Affordable and Clean Energy

To make sure everyone has access to energy that's affordable but also safe for our planet & doesn't cause pollution.



The Solar Oven Challenge

Learning Goal: To learn about the power of the sun and how solar energy works by building our very own solar-powered oven.

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles "[energy](#)" and "[alternative energy](#)".

Encourage them to take notes on the following:

- From the "alternative energy" article, how do solar panels collect energy from the sun?
- Based on your reading, why is solar power considered a "clean" energy source?
- Name two things that could make it difficult for people to use solar power.
 - 1. _____
 - 2. _____

Designing a Solar Oven: Give students the Activity 9 Worksheet. Instruct them to make predictions before they begin the solar oven experiment.

- **Our team's tasty treat is:** _____
- **Our prediction:** How long will take for our treat to cook or melt?
- **Our observations:** Describe what happened to your treat.

After the activity, encourage students to discuss their predictions with their peers.

Post-Activity Questions:

- Based on your research and building experience, how does your solar oven work?
- What are some of the benefits of using energy from the sun?
- What are some challenges to using solar energy? (Think about the weather!)



Goal 7: Affordable and Clean Energy

The Big Solar Bake-Off!

Instructions: Now it's time to plan your project!

Your goal is to trap the sun's heat. What materials will help you do this and why?

- Foil: _____
- Black Paper: _____
- Plastic Wrap: _____

Sketch Your Solar Oven Design Here: Label the different parts and explain what each one does to help trap heat.

Instructions: It's time to put your oven to the test!

1. Our team's tasty treat is: _____
2. Our prediction: How long do you think it will take for your treat to cook or melt?

3. My Observations: Describe what happened to your treat.

Goal 8: Decent Work and Economic Growth

This goal is about creating good, safe jobs for everyone & ensuring that economic growth helps all people, not just a few.

8 DECENT WORK AND ECONOMIC GROWTH



The Dream Job (Business Plan)

Learning Goal: To explore different careers, define what makes a job "decent," and invent an ideal job that meets those standards.

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles titled "[careers at a glance](#)".

Encourage them to take notes on the following:

- Look at the different jobs listed and read about what people in those careers do. This will give you ideas for your own dream job!
- Name three jobs that you find interesting or that you would be good at.

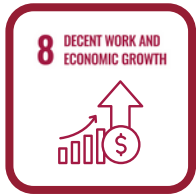
- 1. _____
- 2. _____
- 3. _____

Designing a Dream Job or Business: Give students the Activity 10 Worksheet. Assign them into pairs and have them interview each other. Get them to check off each item and explain how their job or business would be fair and safe for them and any future employees.

After the activity, encourage students to discuss their dream job or business with their peers.

Post-Activity Questions:

- What was the most interesting career you found in the Britannica School article?
- What do you think is the most important item on the "Designing a Decent Job Checklist"? Why?
- How does a business that provides decent work help the entire community?



Goal 8: Decent Work and Economic Growth

My Dream Job (Business Plan)

Instructions: Time to create your own perfect job or a small business.

My Dream Job/Business is Called: _____

1. What would you do every day even if you weren't being paid? (Describe the work in your own words.)

2. What makes this your dream job?

Designing a Dream Job: Research your dream job and answer the following:

1. What skills are needed for this job? (Circle all that apply and add your own).

- Being good with numbers
- Being creative or artistic
- Good with people
- Good at solving problems
- Good at writing or speaking
- Good with technology
- Enjoying manual labor (e.g. tiling, landscaping, etc.)
- Other: _____

2. What kind of education or training is required for this job? (e.g., university degree, special school, on-the-job training)

3. What is one thing you find exciting about this job?



Designing a Decent Job Checklist

Now, let's design your dream job so it's a great place to work.

 Fair Pay: How would you pay the people who work for you so it is fair and covers their basic needs?	My Plan:
 Safety First: What are some rules or tools you would create to make sure no one ever gets hurt?	
 Rest & Recharge: How would you make sure your team has time to rest and take holidays?	
 Respect Code: How would you make sure everyone feels respected and included at work?	
 Learning & Growth: What would you do to help your workers learn new skills and grow in their careers?	

Reflection: Why is designing a job with these things in mind important for the whole community?

Goal 9: Industry, Innovation and Infrastructure

This goal is about building reliable infrastructure (like roads, bridges & the internet) & encouraging new ideas & technologies.

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



Future City Engineers Challenge

Learning Goal: To design innovative and sustainable pieces of infrastructure for a city, just like real urban planners and engineers.

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles “[urban planning](#)” and “[engineering](#)”.

As they read, ask students to respond to the following questions:

- What is one main thing urban planners think about when designing a city?
- Why is planning cities important?
- What is the main job of an engineer? (What do they do?)
- What are two types of resources engineers use when they build things?

Infrastructure Innovation Plan: Give students the Activity 11 Worksheet. Assign them into pairs and have them choose one innovative piece of infrastructure that they want to design for their future city. Have them respond to the following questions before designing their infrastructure project:

- The name of our new infrastructure project is:
- What problem does this project solve for our city?
- How is the design innovative, sustainable and good for the community?

After the activity, encourage students to discuss their project design with peers.

Post-Activity Questions:

- Based on your Britannica School research, how do urban planners and engineers work together on big projects like these?
- What does the word “innovation” really mean when we talk about cities?
- How can using new technologies and smart ideas help us build better and more sustainable (long-lasting and healthy) communities?



Goal 9: Industry, Innovation and Infrastructure

Our Infrastructure Design Sketch

The Name of Our Project Is: _____

Instructions: Draw a diagram or sketch of your infrastructure project. Label the important parts and describe how it work in the table below. Make it clear and creative!

Symbol or Icon	Part of the Project	What it Does

Goal 10: Reduced Inequalities

This goal is all about making sure everyone is treated fairly & has the same chances in life, no matter who they are.

10 REDUCED INEQUALITIES



Walk in Their Shoes

Learning Goal: To help understand what inequality feels like and how it affects people. Also, how we can make things fairer for everyone.

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles "[fair trade](#)" and "[economic inequality](#)".

As they read, have students take notes on the following:

- What does economic inequality look like?
- Why does it happen?
- What is the main idea behind fair trade?

Infrastructure Innovation Plan: Assign students into pairs or groups and provide each of them with one of the scenario cards. For each scenario, have students discuss and write answers to the following:

- Describe the challenge in the scenario.
- How would you feel if you were in the scenario.
- Provide a possible solution.
- Why would your solution help.

Once they've completed all the cards, encourage each pair or group of students to share their thoughts with the class.

Post-Activity Questions:

- What does inequality truly mean? How can it show up in people's daily lives?
- What does the article on "fair trade" teach us about how we can help reduce inequality through our choices?
- Why is it so important to treat everyone fairly and with respect, even if they are different from us?



Goal 10: Reduced Inequalities

Scenario Cards

Cut the cards out and discuss with your peers the challenge/s in each scenario; how you feel would if you were in the same situation and propose a possible solution.

The New Kid



There's a new kid in your class named Mateo. He just moved from another country. He tries to join the football game at lunch, but when he speaks, the other kids laugh at his accent. They start yelling at him to pass the ball and eventually stop passing to him at all. He spends the rest of lunch sitting by himself, watching.

The Missing Field Trip



The entire class is excited about an upcoming trip to a science museum. The ticket costs money, and you know your family can't afford it this year. When the teacher asks for the forms, you have to hand back an empty one. You watch as all your friends get to go, and you have to stay at school for the day.

The Group Project



You're working on a big group project. One of your group members, Sam, has a disability that affects how they use their hands. Sam has brilliant ideas, but the other group members keep saying, "Don't worry, we'll do the writing. You can just do the simple stuff." They give Sam the most boring job and ignore all his suggestions.

The Cool New Sneakers



You've bought the coolest sneakers available in stores. You find out they were made in a factory in another country where the workers are paid so little they can't afford to buy shoes for their own kids. The factory is unsafe, and the workers are treated poorly while the company makes a huge profit.

The Football Team



You are an amazing football player, and you've been practicing every day. You show up to tryouts, and you're the best on the field. But when the team roster is posted, your name isn't there. You find out the coach believes that football is a "boy's sport" and only chose boys for the team, even though they weren't as skilled as you.

The New Factory



A new factory is built in your town, bringing new jobs. But the factory is built right next to your neighbourhood. The factory causes a lot of air pollution and noise. People in your neighbourhood start getting sick, but the factory owner doesn't care. Meanwhile, a new park is built in the wealthier neighbourhood across town.

Goal 11: Sustainable Cities and Communities

This goal is all about making our cities & towns safe, welcoming, strong & environmentally friendly places for everyone to live!

11 SUSTAINABLE CITIES AND COMMUNITIES



Green Space Planners

Learning Goal: To understand why green spaces are important in cities, and to design their very own green space that helps make their community more sustainable and enjoyable.

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles “**city**”, “**sustainability**” and “**urban planning**”.

As they read, have students take notes on the following:

- What makes a city, and what different parts make it up.
- What is “sustainability” and why is it so important for our planet and future.
- How do experts design and organise cities. Look for ideas about parks and public spaces.

Design a Dream Green Space: Let students know that they are now going to put on their “City Planner” hats. Their task is to design a brand new green space for an empty lot. Assign them into pairs or groups and provide each student with the Activity 13 Worksheet.

Once they’ve completed their design, encourage each pair or group of students to share their designs with the class.

Post-Activity Questions:

- Based on your Britannica research, what does it truly mean for a city or community to be “sustainable”?
- Why are parks and other green spaces so important for people living in cities? (Think about health, nature, and community!)
- How can we make our neighbourhoods eco-friendly and enjoyable for everyone?



Goal 11: Sustainable Cities and Communities

Our Green Space Vision

In the box below, draw your design for the new green space. Be creative!

Symbol/Label	Feature in Our Design	Sustainability/Benefits
	(e.g., Solar-powered lights, Rain garden, Community garden beds)	

Goal 12: Responsible Consumption and Production

This goal is all about using our planet's resources wisely, reducing the amount of waste we create & making sure the things we buy are produced ethically and don't harm people or animals.



Green Space Planners

Learning Goal: To show how creativity can turn discarded materials into something new and useful, helping us reduce waste and think differently about "rubbish."

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles "[rubbish management](#)" and "[recycling](#)".

As they read, have students take notes on the following:

- Where does most of our trash go after it leaves our homes?
- What is one environmental problem caused by too much rubbish?
- What are two different types of materials that can be recycled?
- What is one important benefit of recycling?

Designing an Upcycling Art Plan: Provide students with a collection of clean, recycled materials (like cardboard tubes, plastic bottles, old fabric scraps, newspaper, bottle caps, old CDs). Assign them into pairs or groups and provide each student with the Activity 14 Worksheet.

Once they've completed their design, encourage each pair or group of students to share their designs with the class.

Post-Activity Questions:

- How did learning about "rubbish management" and "recycling" change your view of waste before you started this project?
- How can using your creativity help us solve the problem of too much waste?
- What are the benefits of "upcycling" (making something new and often better from old things) or "repurposing" (using something for a different purpose than it was intended)?



Goal 12: Responsible Consumption and Production

My Upcycling Plan

Instructions: Look at the recycled materials available. What can you create?

My Project Will Be A: _____

1. What is the name or idea for your creation?

2. What recycled materials will you use? (List at least 3-4 different items.)

_____	_____
_____	_____
_____	_____

3. In the box below, sketch a plan for your upcycled creation. Label the recycled materials you will use in different parts of your design.

Goal 13: Climate Action

This goal is about taking urgent action to fight climate change & its impacts, like extreme weather & rising sea levels, so we can protect our planet for the future.



Green Commute Challenge

Learning Goal: To understand how our daily travel choices impact the environment and to brainstorm and promote eco-friendly ways to get around.

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles "[climate change](#)" and "[alternative energy](#)". Get them to identify which of the alternative methods are "green" (eco-friendly) and why.

Brainstorm, as a class, new, more sustainable ways people could travel. Encourage students to use their imagination to come up with new, innovative ways we can travel, from single transport options to transporting large groups.

Green Social Media Post: Assign students into pairs or groups and provide each of them with the Activity 15 Worksheet. Tell them that their task is to design a social media script to encourage others in their community to choose a new, revolutionary form of transportation.

Once they've completed their scripts, encourage each pair or group of students to share their scripts with the class.

Post-Activity Questions:

- How does transportation, especially using cars, impact the environment and contribute to climate change?
- What are the benefits of a "green commute"? (Think about health, the environment, and even money!)
- What changes could our school or community make to encourage more people to choose a sustainable way to travel?



Goal 13: Climate Action

Design Eco-Friendly Transport

My New Form of Transportation Is: _____

Instructions: Design a social media script to encourage your community to choose a new, revolutionary way to get around. Your post should convince people why this is a good idea.

Illustrate Your Script Below:*

1

2

3

4

*Add notes on the side to describe each feature.

Goal 14: Life Below Water

This goal is about protecting our amazing oceans, seas & all the incredible marine life that lives in them, ensuring they are healthy for today & for the future.



The Ocean Web Challenge

Learning Goal: To understand how all living things in the ocean are connected in a marine ecosystem, and to see how pollution can break these important connections.

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles "[ecosystem](#)" and "[deep-sea life](#)".

Based on their Britannica School research, ask students to answer the following:

- Why are all the parts of an ecosystem connected?
- What is one surprising thing you learned about animals that live deep in the ocean?
- Why might life in the deep sea be very sensitive to pollution?

Planning an Ocean Web: Assign students into pairs or groups and provide each of them with the Activity 16 Worksheet. Tell them their task is to create a detailed "food web" showing the relationships in our ocean ecosystem.

Instructions: Get students to colour in and then cut out the cards. They can then use a string or draw lines to connect who eats whom, or how different things depend on each other. Have students rotate around the classroom to view each other's ocean food webs.

Post-Activity Questions:

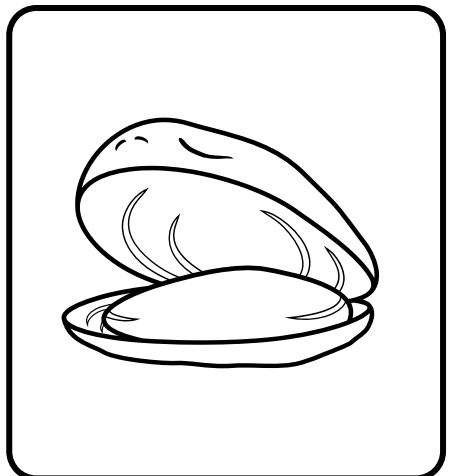
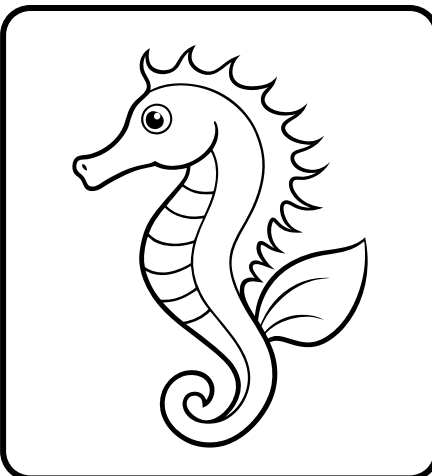
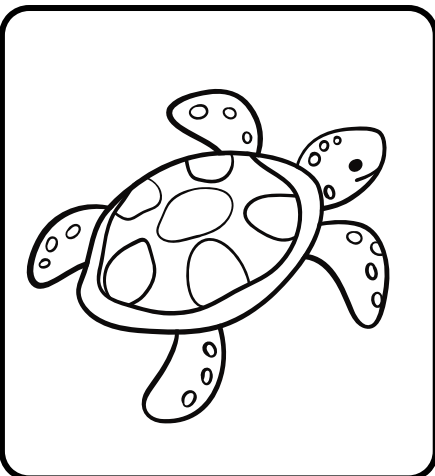
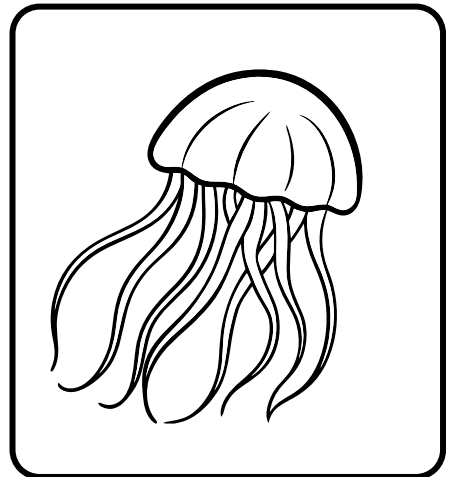
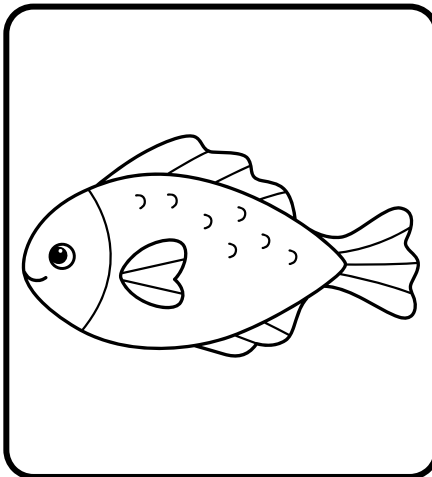
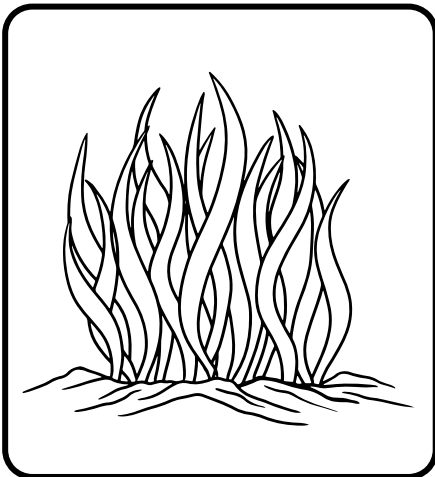
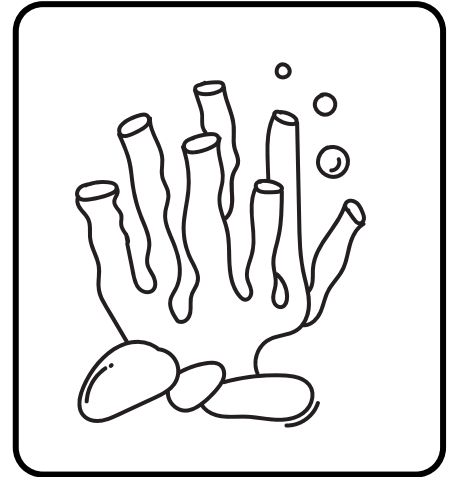
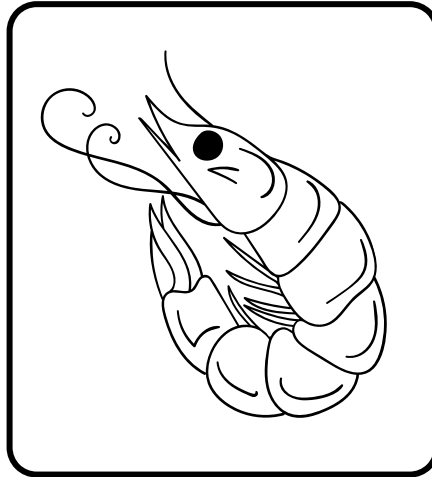
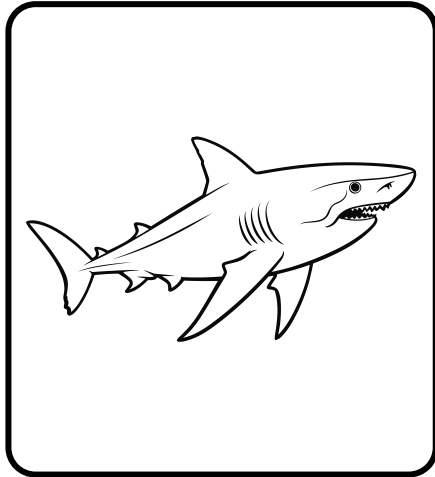
- Based on your Britannica School research, why are ocean ecosystems so important for life on Earth, even for people who live far from the sea?
- How does pollution (like plastic) impact marine animals and plants?
- What can we do to keep our oceans healthy, even if we don't live near them?

14 LIFE
BELOW WATER

Goal 14: Life Below Water

Our Ocean Web

Instructions: Colour in and then cut out the cards below. Create a food web, showing how each creature is dependent on the other for life in our oceans.



Reflection: After seeing how everything in the ocean is connected, why do you think it's important for everyone to care.

Goal 15: Life on Land

This goal is all about protecting our amazing forests, deserts, mountains & all the incredible plants and animals that live on land, keeping our Earth healthy & full of life!



Habitat Defenders

Learning Goal: To understand different land habitats (the natural homes of plants and animals) and the problems they face, then design a diorama that shows how we can protect them.

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles “**forest**”, “**rainforest**”, “**desert**” and “**wetland**”. Ask students to think about the special features of each habitat and what might threaten them.

Students find out:

- What makes it unique?
- What are some plants and animals that live there?
- What are the biggest threats it faces (like deforestation – cutting down too many trees, pollution, or climate change)?

Create a Habitat Defender: Assign students into pairs or groups and provide each student with the Activity 17 Worksheet. Their diorama should show:

- One side showing their habitat looking healthy and thriving.
- The other side shows the threats it faces (e.g., pollution, deforested areas).

Once they’ve completed their diorama, encourage each pair or group of students to share their drawings with the class.

Post-Activity Questions:

- What are some different land habitats around the world, and why is each one unique?
- How do human activities sometimes harm land habitats?
- What can we do to protect animals and their homes on land?

**Goal 15: Life on Land****Habitat Defender**

Instructions: Plan your shoebox diorama here. In the box below, sketch your design. Make sure to show:

- The healthy habitat (lots of plants, happy animals).
- The threats (e.g., pollution, cut-down trees, dried-up areas).

Healthy Habitat

Threatened Habitat

Reflection: Why is it important to protect biodiversity (all the different kinds of plants and animals) on land?

Goal 16: Peace, Justice and Strong Institutions

This goal is all about creating fair & peaceful societies where everyone has access to justice (fair treatment) & feels safe, & where governments & organisations work well.

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



Finding a Peaceful Resolution

Learning Goal: To understand why rules and laws are important for peace, and to practice peaceful and fair ways to solve disagreements, just like real peacemakers!

Research with Britannica School: Before starting the activities, have students use Britannica School to read the articles “**rules and laws**” and “**peace movements**”. Ask students use what you learn to answer these questions.

- What is one main reason why we have rules and laws in society?
- What happens if people don't follow rules or laws?
- What is one example of how a peace movement tried to solve a big conflict?

Conflict Scenario Cards: Assign students into pairs or groups and provide each student with the Activity 18 Worksheet. Their task is to find a peaceful resolution to the conflict described on their card. They can use strategies like:

- **Negotiation:** Talking it out to find a middle ground.
- **Compromise:** Both sides giving up a little to find a solution.
- **Mediation:** Having a neutral person (like a teacher, or another student acting as a mediator) help guide the discussion.

Once they've found solutions, they can share their scenario and their peaceful solutions with the class, explaining how they reached them.

Post-Activity Questions:

- What does "peace" mean in a community or in your school?
- What makes a decision or a solution truly "just" (fair)?
- How can we all be "peacemakers" in our own lives, even with small disagreements?



Goal 16: Peace, Justice and Strong Institutions

Conflict Scenario Cards

Instructions: Cut the cards out and identify with your peers the conflict in each scenario; how can you find a peaceful and fair solution?

The Shared Tablet

You and your friend, Alex, both want to play different games on the shared classroom tablet during free time. You want to play a building game, but Alex wants to play a racing game. There's only one tablet, and both of you really want your game. You start to argue loudly.

The Broken Art Project

Your beautiful art project accidentally got knocked off the desk and broke into pieces. Jamie was playing nearby and admits she bumped the desk, but says it was an accident and isn't her fault. You are upset because your project is ruined and the deadline is tomorrow.

The Group Idea

Your group is working on a presentation, and you have an idea you think is fantastic. Another group member, Sam, has a completely different idea, and they keep interrupting you and saying your idea is silly. You think your idea is the best, and you're getting frustrated.

The Playground Space

Your class loves playing a game of tag in a certain part of the playground. But today, another class has set up a jump rope station right in your usual area, and they refuse to move. Both classes feel like they have a right to that space, and neither group wants to give in.

The Shared Book

You and your friend Mia are reading the same book, and you both want to take it home over the weekend to finish it. You both argue that you had it last, or that you need it more. The library only has one copy, and neither of you wants to wait until next week to find out what happens!

The Lunch Mix-Up

You arrive at the lunch table where your friends usually sit, but today, another group of students is already there, saying they got there first. You feel like they stole your spot, but they say it's a public table. Both groups are getting upset and refusing to move.

Goal 17: Partnerships for the Goals

This goal is all about working together, across different countries, groups & people, to achieve all the other 16 goals!

17 PARTNERSHIPS
FOR THE GOALS



Finding a Peaceful Resolution

Learning Goal: To understand how all 17 Sustainable Development Goals (SDGs) are connected to each other, like links in a chain.

Research with Britannica School: Before starting the activities, have students use Britannica School to read the article “[United Nations Sustainable Development Goals](#)”. As they read, ask them to think about how different goals might relate to each other.

- What are the goals and do any relate to each other?
- What is one reason why countries around the world decided to work together on these goals?

Prepare Your SDG Cards: Assign students into pairs or groups and provide them with the Activity 19 Worksheet. Instruct them to do the following:

- Cut out and place the cards on the table.
- Choose one goal to start with and place it in the middle.
- Discuss “If we make progress on Goal 1: No Poverty, what other SDG might become easier to achieve because of it?”
- Once they agree on a connection, they link the two cards with a piece of string or by drawing a line on a large sheet of paper.
- Continue the process, creating a “chain reaction” and encourage them to share their chain with the class and share why they made specific connections.

Post-Activity Questions:

- Are some goals more important than others, or are they all equally important? Why?
- Can you find an example of how helping one goal also helps another goal?
- What does this “chain reaction” show us about how we should approach solving big global problems?



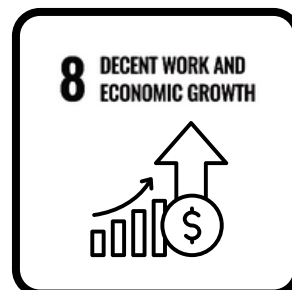
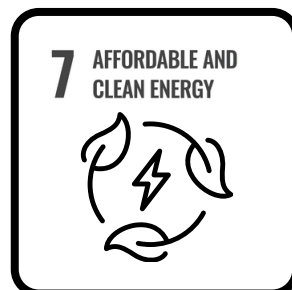
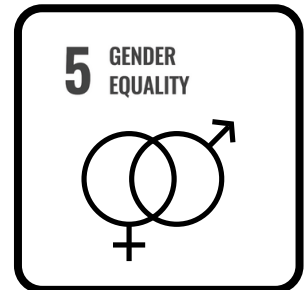
Goal 17: Partnerships for the Goals

SDG Cards

Instructions: Colour and cut the cards out and create a chain connection, showing how different goals might relate to each other.

As you create your SDG chain reaction, write down some of the connections you found. For each connection, explain how one goal helps another.

Cut these
cards out to
create your
chain



Thank You for downloading Britannica's

SUSTAINABLE DEVELOPMENT GOALS
Activity Pack

We hope these resources help make learning about the Global Goals a fun, meaningful, and engaging experience for your classroom.*



*The content of this publication has not been approved by the United Nations and does not reflect the views of the United Nations or its officials or Member States. Go to <https://www.un.org/sustainabledevelopment/> to find out more about the United Nations Sustainable Development Goals.



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