



Game Begins for Sustainable Development Goals

2022-1-DE04-KA210-YOU-000081404

Dear Facilitator,

Here are some important tips to ensure the success of the local workshop that you will be facilitating.

- 1- It is imperative that the number of participants in attendance match the number specified in the application form. To ensure accuracy, please use an attendance list that should be signed by each participant upon arrival.
- 2- Inform participants before the workshop about the dissemination of the project and get their permission to share their photos and videos
- 3- Utilize appropriate promotional materials such as posters, flyers, etc.
- 4- Record the games played during the workshop.
- 5- Please take photos of the workshop. These photos will be shared on social media and other platforms to raise awareness and generate interest for future events.
- 6- Ensure that the workshop is inclusive of all individuals, including those who may be part of disadvantaged groups. Please take appropriate measures to ensure that all participants feel welcomed and included.
- 7- Use an attendance list to be signed by participants.
- 8- Pre-prepared certificates should be distributed to each participant as a way of acknowledging their participation and achievements.

Thank you for your attention to these guidelines. We are confident that with your facilitation and adherence to these guidelines, the workshop will be a resounding success.



One day Workshop plan CONTENT (Tentative)

09.00-09.30	1. Introduction and Overview of the SDGs (30 min)		
09.30-10.30	2. Icebreakers- Warm Up (1 hour) Outdoor game Discover the Goals		
10.30-10.45	Break time		
10.45-12.30	3. Card Game SDGs Heroes		
12.30-13.30	Lunch		
13.30-14.30	4. Board Game SDGs XL		
14.30-14.45	Break		
14.45-15.30	5. Indoor Game (45 Min) Connecting SDGs		
15.30-16.30	6. Escape game; Escape Adventure Bag (1 Hour)		
16.30-16.45	Break time		
16.45-17.15	7. Digital Game; Save The Planet (15 Min)		
17.15-17.30	Wrap up and End-test		



Workshop Title:

"Game Begins for Sustainable Development Goals

Duration: 1 day (approximately 09.00-17.00)

Workshop Objectives:

- 1-Understand the concept of SDGs and their importance
- 2-Learn about the 17 SDGs and their targets
- 3-Understand the interconnectedness of the SDGs
- 4- Develop teamwork, problem-solving, and communication skills through interactive games and activities

Target Groups; Young people +15

MORNING SESSION

1. Introduction and Overview of the SDGs

In this part,

- The facilitator introduces the workshop objectives and outlines the daily plan.
- Pre-test will be applied through an online tool
([Pre- Test](#))
- Facilitators use a video/presentation or other tools to present 17 SDGs and their targets.

Discussion on the interconnectedness of the SDGs

Q&A session



2. Icebreakers- Warm Up

Discover the Goals



Type of The Game

Outdoor Game



Target Groups

Young people and Youth Workers



Duration

- 30-60 minutes

Objectives

- Raise awareness and knowledge about the Sustainable Development Goals (SDGs).
- Encourage teamwork and collaboration among participants.
- Promote creativity and problem-solving skills.
- Provide an engaging and interactive activity to learn about global sustainability goals.

Materials needed

- Copies of the "Discover the Goals" list for each team. The list should include a variety of items or actions related to the SDGs.
- Cameras or smartphones for each team to take pictures or videos as evidence.

Instructions

- Divide the group into teams of 3–5 people.
- Provide each team with a copy of the "Discover the Goals" list, which includes a variety of items or actions related to the SDGs.



- Set a time limit for the activity (e.g., 1 hour) and inform the teams about the deadline.
- Explain the objective: Each team must search for and complete as many items on the list as possible within the given time limit. They should use cameras or smartphones to take pictures or videos as evidence of completion.
- Encourage teams to strategize and plan their approach before starting the scavenger hunt.
- Start the activity by signaling the beginning of the time limit.
- Teams should work together to locate and complete the items on the list, documenting their progress through photos or videos.
- Remind teams to prioritize safety, respect for others, and adherence to any rules or guidelines in the given environment.
- At the end of the time limit, teams must return to the starting location.
- Each team should present their evidence (photos or videos) to the rest of the group, explaining how each item on the list relates to the SDGs and how they completed it.
- Facilitate a voting process or use a scoring system to determine the team with the most completed items on the list.
- Announce and celebrate the winning team, highlighting their achievements and creativity.
- After the activity, facilitate a group discussion to reflect on the experience and encourage participants to share their thoughts, insights, and learnings related to the SDGs.

Tips for facilitator/adaptations/notes...

- Customize the "Discover the Goals" list according to the age group, knowledge level, and context of the participants.
- Ensure that the scavenger hunt items are inclusive, respectful, and aligned with the principles of sustainability and the SDGs.
- Provide clear guidelines and boundaries for the scavenger hunt, especially regarding the physical and social environment where the activity takes place.
- Consider assigning a facilitator or supervisor to each team to ensure safety and provide guidance if needed.



- Encourage participants to think creatively and critically about how each item on the list connects to the SDGs.
- Depending on the group size and available resources, you may need additional support staff or volunteers to assist with logistics or judging.
- Emphasize the importance of teamwork, cooperation, and respectful behavior throughout the activity.
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Useful links/further reading

- United Nations Sustainable Development Goals: <https://sdgs.un.org/goals>

DISCOVER THE GOALS

1. Find a poster or flyer about a local environmental organization and take a picture with it.
2. Identify a tree species, take its photo or video, and explain how it contributes to sustainable forestry practices.
3. Make a list of three ways to conserve energy at home and make a video of it
4. Take a photo with a public transportation vehicle, such as a bus or train.
5. Find a local farmer's market and buy a piece of produce grown within 100 miles and take a photo
6. Demonstrate how to properly wash your hands with soap and water.
7. Take a photo of a solar panel or other renewable energy source.
8. Find a local park or green space, take its photo or video, and explain how it contributes to sustainable cities and communities.
9. Find a compost bin and correctly sort an item of waste into it, take a photo of it.
10. Find a gender-neutral restroom and take its photo.



3. Card Game

SDGs Heroes



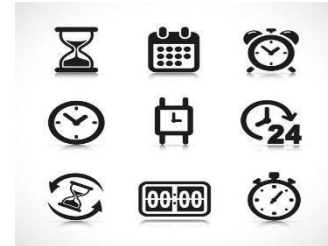
Type of The Game

Card Games



Target Groups

Young people and Youth
Workers



Duration

60+ minutes

Objectives

- Encourage participants to think creatively, innovatively, and critically in developing strategies to achieve the chosen SDGs.
- Promote understanding of the SDGs and their interconnectedness.
- Enhance participants' communication, cooperation, and teamwork skills.
- Provide a platform for participants to share ideas, receive feedback, and learn from each other's strategies.
- Foster sustainable and inclusive approaches in achieving the SDGs.

Materials needed

- SDG/target cards (with a variety of SDGs printed on them)
- Resource cards (with various resources and factors that can contribute to achieving the SDGs printed on them)
- Round table or a space where participants can gather and access the cards

Instructions

- Arrange the SDG cards and resource cards on a round table or in a space accessible to all participants.



- Explain to the participants that the objective of the game is to develop strategies to achieve the randomly chosen SDGs/targets using the resources they select.
- Participants choose one SDG card randomly and three resource cards randomly from the available options.
- Give participants 10 minutes to develop a strategy to achieve the chosen SDG/target using the selected resources. Encourage them to think about practical, sustainable, and inclusive approaches.
- After 10 minutes, each participant or group presents their strategy to achieve the chosen SDG. They should explain their approach, highlighting the resources they selected and how they will utilize them.
- Other participants provide feedback on whether they consider the strategy to be an "achievement" or not. If they agree that it is an achievement, they can simply acknowledge it. If they have rejections, they need to explain the reason behind their rejection.
- The facilitator acts as the final arbiter and decides if the strategy is deemed an achievement or not, considering the feedback and the objectives of the game.
- Participants then move on to the next round, selecting a new SDG card and three new resource cards. Repeat steps 4-7 for the subsequent rounds.
- Ideally, three rounds are recommended for small groups, allowing participants to explore multiple SDGs and resource combinations.
- Facilitate discussions after each round to reflect on the strategies developed, the feedback received, and the pros and cons of different approaches.
- Encourage participants to learn from each other's strategies and consider how they can be adapted or improved.
- Throughout the game, emphasize the importance of creativity, critical thinking, and collaboration in addressing the SDGs.

Tips for facilitator/adaptations/notes...

- Adjust the number of SDG and resource cards based on the group size and time available.
- Encourage participants to think outside the box and consider unconventional approaches to achieve the SDGs.
- Create a supportive and inclusive environment where participants feel comfortable sharing their ideas and receiving feedback.
- Prompt participants to consider the interlinkages between different SDGs and how strategies can address multiple goals simultaneously.



- Foster discussion and debate during the feedback phase to deepen participants' understanding of the challenges and complexities of achieving the SDGs.
- Consider incorporating additional prompts or constraints to challenge participants further or focus on specific aspects of the SDGs.
- Adapt the game to virtual settings by using online platforms for card selection and conducting discussions through video conferencing.

Useful links/further reading

- United Nations Sustainable Development Goals: <https://sdgs.un.org/goals>
- [Resources](#)
- Sdgs and targets (you can play the game with SDGs or with chosen targets)

[SDGs Cards](#)

<https://sdg.humanrights.dk/en/goals-and-targets>



4. Board Game SDGs XL



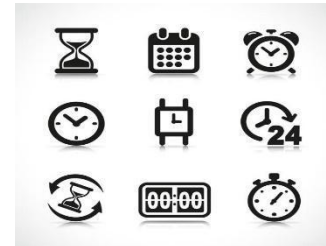
Type of The Game

Board Games



Target Groups

Young people and Youth
Workers



Duration

60+ minutes

Objectives

- Promote awareness and understanding of the Sustainable Development Goals (SDGs).
- Encourage teamwork and collaboration among players.
- Enhance communication skills and creativity.
- Foster problem-solving and critical thinking abilities.

Materials needed

- Gameboard with 30 spaces.
- Two dice, one for determining the number of spaces to move and the other for selecting the method/style of explanation.
- Goal cards, with each pack related to one SDG goal.
- Tokens for each team.
- Puppet S (a puppet character).
- Sketch pad and pencil.
- Timer.

Instructions

- Divide the players into two evenly-matched teams.
- Lay out the gameboard on a flat surface.
- Shuffle the pack of goal cards and place them face down on the gameboard.
- Choose one token per team and place both tokens on the start space.



- Put Puppet S, the sketch pad and pencil, and the timer near the board.
- Throw the dice and decide which team will go first.
- The first player rolls both dice simultaneously. One dice determines the number of spaces the player will move, and the other dice determines the method/style of explanation.
- The player moves their token forward the number of spaces shown on the dice and draws a card from the goal cards corresponding to the SDG goal of their current position.
- The player must explain the action on the card using the method shown on the second dice.
- The teammates must guess the exact word or phrase from the player's explanation. If they get it close or partially correct, the player must continue giving clues until they guess it exactly right.
- A player from the opposing team takes the timer and Puppet S. They will signal when the time is over or if the player uses a forbidden word.
- If a player lands on special squares like "start again," "go forward," or "go back," they must follow the instructions indicated.
- The game continues with each team taking turns in the same manner.
- The first team to reach the finish space on the gameboard wins the game.

Rules:

- Classic Taboo: Explain the action sentence verbally without using any of the printed words on the card.
- Drawing: Explain the action sentence by drawing, without speaking except for "yes" and "no" responses.
- Puppet S: Explain the action sentence by making Puppet S mime it, without speaking except for "yes" and "no" responses.
- Charades (Silent movie): Explain the word or sentence through role-playing using body language and gestures, without speaking except for "yes" and "no" responses.
- Limited Words: Explain the sentence with five words that are not printed on the card, without speaking except for "yes" and "no" responses.
- The game continues until the timer runs out.

Tips for facilitator/adaptations/notes...



- The facilitator can provide additional information about the SDGs and their relevance to daily life.
- Encourage players to be creative and think outside the box while explaining the actions on the cards.
- If playing with younger children, simplify the explanations or modify the rules as needed to suit their age and understanding.
- It is recommended to have a moderator or facilitator to ensure fair play and adherence to the rules.

Useful links/further reading

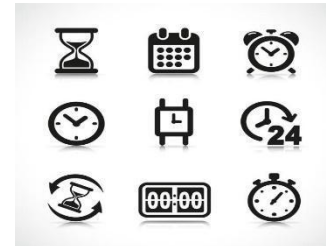
- United Nations Sustainable Development Goals: <https://sdgs.un.org/goals>
- [Taboo Cards](#)
- [Sample Board](#)

P.S:

1. **You CAN'T pass the card!**
2. **Keep playing until the TIMER runs out!**



5. Indoor Game Connecting SDGS



Type of The Game

Indoor Game

Target Groups

Young people and Youth
Workers

Duration

30 Minutes

Objectives

- Enhance students' understanding of the Sustainable Development Goals (SDGs) and their interconnectedness.
- Encourage critical thinking and discussion about actions that can contribute to the achievement of the SDGs.
- Foster collaboration and teamwork among the students.
- Promote reflection on individual contributions and responsibilities towards the SDGs.

Materials needed

- Picture(s) related to the SDGs (projected on a digital whiteboard or printed).
- Ball of string or long rope.

Instructions

- Gather the students in a circle, ensuring everyone has a clear view of the picture(s) related to the SDGs.
- Explain that the objective of the game is to identify the SDGs connected to the pictures and discuss actions that can be taken to contribute to those goals.
- Start by throwing the ball of string or rope to a student and ask them to catch it.



- The student who catches the ball states the SDG they think is related to the picture. For example, if the picture represents access to clean water, the student might say "SDG 6: Clean Water and Sanitation."
- After stating the SDG, the student should think of an action they will undertake in the future to contribute to that specific goal. Encourage specific and actionable commitments. For example, "I promise to organize a fundraiser to support clean water projects in our community."
- The student holding the string then throws the ball to another student who is not sitting beside them and asks, "What other SDG do you relate to my action?" The receiving student catches the ball and responds by connecting the action to another SDG and providing a brief explanation. For instance, they might say, "Your action also relates to SDG 1: No Poverty because access to clean water helps alleviate poverty by improving health and sanitation."
- The second student holds onto the string and throws the ball to another student, repeating the process of stating an action and connecting it to another SDG.
- Continue the game until all students have had a turn, with each student connecting their action to a different SDG.
- As the game progresses, a spider's web of string will form across the circle, representing the interconnectedness between the SDGs.
- After all students have participated, facilitate a discussion about the interconnectedness of the SDGs and the actions identified. Encourage students to reflect on the collective impact and the importance of addressing multiple goals simultaneously.

Tips for facilitator/adaptations/notes...

- Choose pictures that clearly represent different aspects of the SDGs to spark discussions and connections.
- Encourage students to think creatively and make meaningful connections between actions and the SDGs.
- Provide support and guidance as needed, especially for younger students or those less familiar with the SDGs.
- Emphasize the importance of actionable commitments and follow-up actions outside the game context.
- Facilitate meaningful discussions about the interconnectedness of the SDGs and how addressing one goal can have ripple effects on others.



- Have a SDG poster around, it might trigger participants creativity.
- Capture the spider's web created by the string visually to reflect on the interconnected nature of the goals.

Useful links/further reading

- United Nations Sustainable Development Goals: <https://sdgs.un.org/goals>



6. Escape Room game

Escape Bag



Type of The Game

ESCAPE BAG...



Target Groups

14-30 years old



Duration

45 min

Aim of the Escape Bag: To encourage participants to think about the needs linked to the SDGs through an empathic story of a real person.

Objectives

- to develop cooperation skills;
- to create an inclusive environment;
- to develop logical thinking;
- to improve literacy by searching information in different sources;
- to analyse and discuss what reasons affect a person's life and how developing SDGs could help prevent these situations.

Duration:

<i>Preparation of the materials:</i>	3 h
<i>Setting up the space before the adventure:</i>	2 min
<i>Intro time:</i>	3 min
<i>Play time:</i>	40 min
<i>Debrief/ evaluation time:</i>	Min 15 min



N° of Players:

The backpack is intended for 4-5 players but you can divide the class/group into several smaller groups and play simultaneously. In this case you would need a separate backpack for each group. Additional help for observation of the process will be needed, one person could observe 2-3 groups at a time.

Materials needed

Escape Adventure Bag (to be added)

<https://drive.google.com/drive/folders/1p7-CYt8DoTsiQ5kqrsbTKolfWfuRMnUE>

Instructions

Step by step facilitation:

Print all the material included in the folder, get the locks, a backpack that you can closed with 3 individual compartments and divide all the materials as explained in the pdf. "Game Begins Escape BackPack.pdf".

Include the audio files in a micro sd card and a speaker, or find an alternative for that (like uploading to a website, providing a link, sending by whatsapp...)

Once everything is ready you can start.

A facilitator needs to instruct the players briefly before the game starts and talk things through when the game is finished. To lower the difficulty might be said that the facilitator has an inside knowledge and he can guide the players somewhat, by giving hints, asking the right questions or guiding the players focus, can be present during the game.

Try to observe everything that is going on while playing and don't intervene to don't interrupt the learning process unless they are really stuck.

Give them the introduction letter so they know they are the investigators who have been hired by United Nations in order to decide if they would continue with the goals or not.

At the end of the adventure you can facilitate a debriefing process following the 4 F's:

Feelings: Ask them how they felt playing the escape bag



Facts: Ask them to explain what they did and the meaning of the components

Findings: Ask them to analyse and explain how that situation is linked to real life

Future: Com with a common conclusion on why the SDGs are important and the reasons why we should promote them

Tips for facilitator/adaptations/notes...

Useful links/further reading



7. Digital Game Save the Planet



Type of The Game

Digital Game



Target Groups

Young people and Youth Workers



Duration

60+ minutes

Objectives

Participants will be able to

- Promote awareness and understanding of the Sustainable Development Goals (SDGs).
- Encourage teamwork and collaboration among players.
- Enhance communication skills and creativity.
- Problem-solving and critical thinking abilities.

Materials needed

- Access to a computer
- **Admin:** <https://www.genial.ly>
- **Game:** <https://www.gedat.pl/sdgs/save.html>

Instructions (Give instructions step by step, please)

Description:

An educational game in which it is important to remember details and think logically. At each stage of the game, participants will watch a video and answer related questions.

Preparation:

The game does not require a game leader. The game is best displayed on a projector or on a large screen.



Divide the participants into any groups (they can be one-person).
Each group gets 3 chances - give 3 small items, e.g. coins, pins, beads, etc.
Create a stack of extra chance points on the side - use it when groups gain or lose points.
Prepare sheets and pens for each group.

Round 1:

Start mission 1: "Climate" and watch the first cinematic. All groups can take notes and exchange comments after the video.

In this round, only the participants of the corresponding group can consult with each other during the answer.

Randomly select 1 group to start the game. Each group takes turns (clockwise) to answer the questions.

If the answer is correct, the group gets 1 chance and the next group answers the next question.

A wrong answer means the loss of 1 chance. The next group tries to guess the same question again. A correct answer means gaining 1 chance, an error - losing 1 chance. Everyone knows the last answer is correct. Read it and move on to the next question and the next group.

If there are enough questions, some groups may drop out of the game already at this stage.

Round 2:

Start mission 2: "Forests" and watch the video. All groups can take notes and exchange comments after the video.

In this round, all players from all groups can give hints to the group that answers the question, but they don't have to tell them the truth :) They can make them confused and uninformed.

The rest of the rules are the same as for round 1.

Round 3:

The 2 groups with the most chances advance to the final round. If there are more than 2 groups, use the "Waste segregation" game to select the finalists.



Start mission 3: “Melting of the poles” and watch the video. All groups can take notes and exchange comments after the video.

In this round, all players from all groups (including those who dropped out) can give hints to the group that answers the question, but they do not have to tell them the truth :) They can make them confused and uninformed.

The rest of the rules are the same as for round 1.

An additional option for groups of at least 3 people.

In case of an incorrect answer, remove 1 participant from the group who will not be able to give hints.

End of the game:

The game ends when one of the groups is eliminated or when the questions run out. In this case, count the points.

In case of a tie, the Waste Segregation game can be played again.

Tips for facilitator/adaptations/notes...

- The number of questions in the rounds should correspond to the number of created groups/teams. Add new questions or remove existing ones to fit the groups. In rounds 1 and 2, the number of questions must be a multiple of the number of groups.
For example, if there are 5 groups, there should be at least 5/10/15 questions in each round (multiple of 5).

8. Wrap up and End-test

End-Test



“This project is co-funded by the Erasmus+ Program of the European Union. However, European Commission and German National Agency cannot be held responsible for any use which may be made of the information contained therein”