

Go Climate! Get Together Now!

[www.  
side-views.  
com](http://www.side-views.com)

A collective film project by sideviews in cooperation with:  
Nürtingen Primary School, Rosa Parks Primary School and  
Fichtelgebirge Primary School

## IMPRINT

The accompanying material was created as part of the project Goal 17 – Go Climate! Get Together Now! in cooperation with Nürtingen Primary School, Rosa Parks Primary School and Fichtelgebirge Primary School in Berlin Kreuzberg, as well as with the Schattenmuseum Youth Committee between 2023 and 2024.

Each film and the accompanying materials were developed through collaboration between the artists, teachers, students, young adults and other contributors.

## OVERALL PROJECT

Concept and Implementation: sideviews

Artistic Direction: Anja Scheffer and Daniel Harder

Project Management: Anna Bartels  
Film Editing: Cornelis Harder and Christoph Mangler

Additional Camera and Equipment: Christoph Mangler and David Matthei  
Music and Sound Design: Bela Brauckmann

Illustrations: Elis Nägele

Film Graphics: Moritz Scheffer

Principal, Nürtingen Primary School: Markus Schega

Principal, Rosa Parks Primary School:

Holger Hänel

Principal, Fichtelgebirge Primary School: Enno Ebbert

**ROSA GRUND-  
PARKS SCHULE**



**Nürtingen  
Grundschule**



**Fichtelgebirge-Grundschule**

## PARTICIPATING CLASSES

**GOAL 1 – No Poverty: NÜRTINGEN 23**, Class 4/5/6 A (with Wiebke Janzen, Nürtingen Primary School)

**GOAL 2 – Zero Hunger: WHO GETS FLTHY RICH?**, Class 4/5/6 O (with Markus Schega and Katrin Rittel, Nürtingen Primary School)

**GOAL 3 – Good Health and Well-Being: HEALTH WITHOUT BORDERS**, Class 6A (with Anahita Würden, Rosa Parks Primary School)

**GOAL 4 – Quality Education: LEARNING?**, Class 5 D (with Marie Springsguth, Rosa Parks Primary School)

**GOAL 5 – Gender Equality: DRAWERS**, Class 4/5/6 C (with Sabine Weiche and Beatrice Bilker, Nürtingen Primary School)

**GOAL 6 – Clean Water and Sanitation: WATER**, Class 4/5/6 E (with Alina Steinhardt and Michaela Leithold, Nürtingen Primary School)

**GOAL 7 – Affordable and Clean Energy: LIGHTS ON!**, Class 4 B (with Natalie Beck, Fichtelgebirge Primary School)

**GOAL 8 – Decent Work and Economic Growth: THE RESTAURANT**, Class 5 A (with Merve Can, Fichtelgebirge Primary School)

**GOAL 9 – Industry, Innovation, and Infrastructure: FUTURE TEAM**, Class 5 C (with Jeremy Daus, Rosa Parks Primary School)

**GOAL 10 – Reduced Inequalities: EMPATHY**, Schattenmuseum Youth Committee (by and with Laith Azimi, Lou Braun, Romy Drieschner, Mariama Juric, Ena Kampel, Sharon Morane Momo, Elis Nägele, Phanuel Nlend Nlend, Elijah Sagor, Elona Sagor, Moritz Scheffer, Cem Yildiz)

**GOAL 11 – Sustainable Cities and Communities: INVESTMENT**, Class 4/5/6 G (with Lutz Breddin, Nürtingen Primary School)

**GOAL 12 – Responsible Consumption and Production: JEANS**, Class 4/5/6 D (with Isolde Binsteiner and Claudia Merz, Nürtingen Primary School)

**GOAL 13 – Climate Action: OUR FUTURE!**, Class 4/5/6 H (with David Herger and Sabine Kurpiers, Nürtingen Primary School)

**GOAL 14 – Life Below Water: BEFORE AFTER**, Class 4/5/6 L (with Petra Lieven, Nürtingen Primary School)

**GOAL 15 – Life on Land: KNOWLEDGE IN THE MORNING**, Class 6 D (with Michel Wilmes, Rosa Parks Primary School)

**GOAL 16 – Peace, Justice, and Strong Institutions: COURT**, with children from Classes 4/5/6 C/D/E/H/L of Nürtingen Primary School (with Anja Scheffer and Daniel Harder)

**GOAL 17 – Partnerships for the Goals: GET TOGETHER NOW!**, with children from Classes 4/5/6 G/H/L

of Nürtingen Primary School, 5 D/6 A/6 D of Rosa Parks Primary School, and 4B of Fichtelgebirge Primary School (with Anja Scheffer and Daniel Harder)

## ACCOMPANYING MATERIAL

Concept: Anja Scheffer, Anna Bartels, Annika Niemann and Silke Ballath

Editing and Proofreading:

Annika Niemann, Silke Ballath and Anna Bartels

Design: Robert Müller

Illustration Template: Elis Nägele

Printing of Card Set: we make it (Franziska Brandt and Moritz Grüne)

Programming and Design of Shaping Patterns App: Alexis Pott, Moritz Scheffer

## CONTACT

**sideviews** 

Anna Bartels, Anja Scheffer  
sideviews e.V.

Eisenbahnstr. 18

10997 Berlin

info@side-views.com

www.side-views.com

Copyright: 2024

The project Goal 17 – Go Climate! Get Together Now! was funded in 2024 by



**Shaping  
Patterns**

The project Goal 17 – Go Climate! Get Together Now! was funded in 2023 by

**DAS  
ZUKUNFTS-  
PAKET**  
für Bewegung, Kultur  
und Gesundheit

Das Zukunftspaket für Bewegung, Kultur und Gesundheit ist ein Programm des Bundesministeriums für Familie, Senioren, Frauen und Jugend (BMFSFJ). Es wird umgesetzt von der Gesellschaft für soziale Unternehmensberatung (gsusb) und der Stiftung SPI. Der Programmtitel „Kinder- und Jugendbeteiligung im Zukunftspaket“ wird verantwortet von der Deutschen Kinder- und Jugendstiftung (DKJS).



# About the Cards



[WWW.SIDE-VIEWS.COM](http://WWW.SIDE-VIEWS.COM)



This card set for the **17 GOALS** was created in 2023–2024 through a two-year-long collaboration between the teachers and students of the Nürtingen Primary School, the Rosa–Parks Primary School and the Fichtelgebirge Primary School and the artist collective sideviews. Each class or group engaged with one of the 17 Sustainable Development Goals, developed their own scenes, and then made them into films.

The Impulses in the cards invite you to explore the 17 Sustainable Development Goals. They present small activities that you can do to prepare yourself to watch and talk about the films. There are also suggestions for how to collaborate with others to achieve or implement these goals in everyday life. All the Impulses are based on the ideas of the students and teachers involved in the GOAL 17 project.

Engaging with the 17 Sustainable Development Goals makes visible the wounds of our world, communities, lifestyles and personal situations. The goals address issues surrounding inequality, violence and disasters. The films and materials invite you to grapple with these issues. They show possible perspectives about these issues and are the product of an intensive collaboration process between children, adolescents, teachers and artists. We advise that participating in the activities might activate these wounds for some people. **Please engage with the topics raised in the cards carefully and think about what you are discussing with people and the timing of these discussions.**

And—feel free to further develop the material and add your own perspectives and ideas!



# About the Cards



[WWW.SIDE-VIEWS.COM](http://WWW.SIDE-VIEWS.COM)



On the »GOALS« cards, you will find a short description of each goal, the film title, and a QR code to the film.

You can use the »ACTIVATION« cards to get an overview of the 17 goals and to understand their interconnections with each other.

The »IMPULSE« cards provide ideas for how to participate and give suggestions for how you can work further with the films. Each Impulse relates to a goal. You can use the associated Goal Card to learn more about the goal. The film for the goal can be viewed using the QR code on the Goal Card.





# 17 Goals



OVERVIEW

Nr. 1 No Poverty

---

Nr. 2 Zero Hunger

---

Nr. 3 Good Health and Well-Being

---

Nr. 4 Quality Education

---

Nr. 5 Gender Equality

---

Nr. 6 Clean Water and Sanitation

---

Nr. 7 Affordable and Clean Energy

---

Nr. 8 Decent Work and Economic Growth

---

Nr. 9 Industry, Innovation and Infrastructure

---

Nr. 10 Reduced Inequalities

---

Nr. 11 Sustainable Cities and Communities

---

Nr. 12 Responsible Consumption and Production

---

Nr. 13 Climate Action

---

Nr. 14 Life Below Water

---

Nr. 15 Life on Land

---

Nr. 16 Peace, Justice, and Strong Institutions

---

Nr. 17 Partnerships for the Goals





# No Poverty



GOAL 1



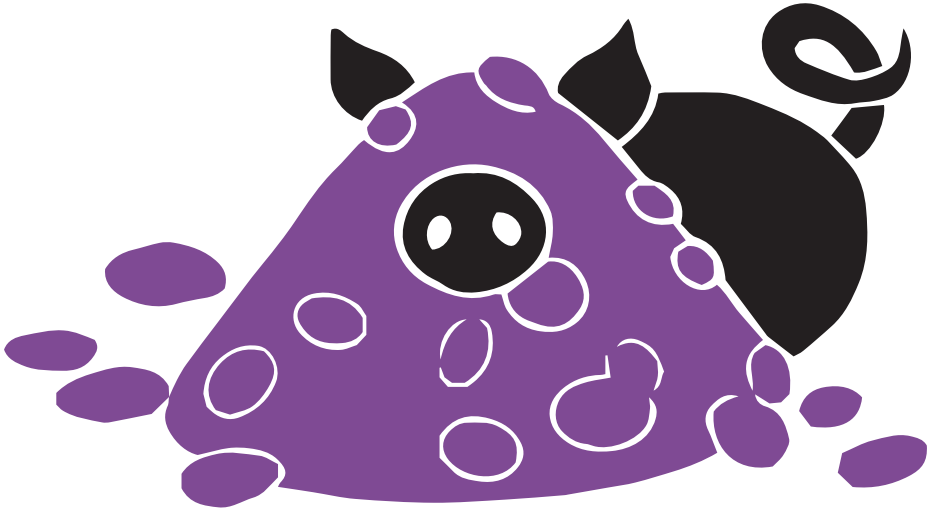
# No Poverty

Every 10th person is poor. This mainly affects children. What does the world need to know about poverty? What causes does poverty have? What can we do to prevent (childhood) poverty? And could poverty be prevented if money were abolished?





# Zero Hunger





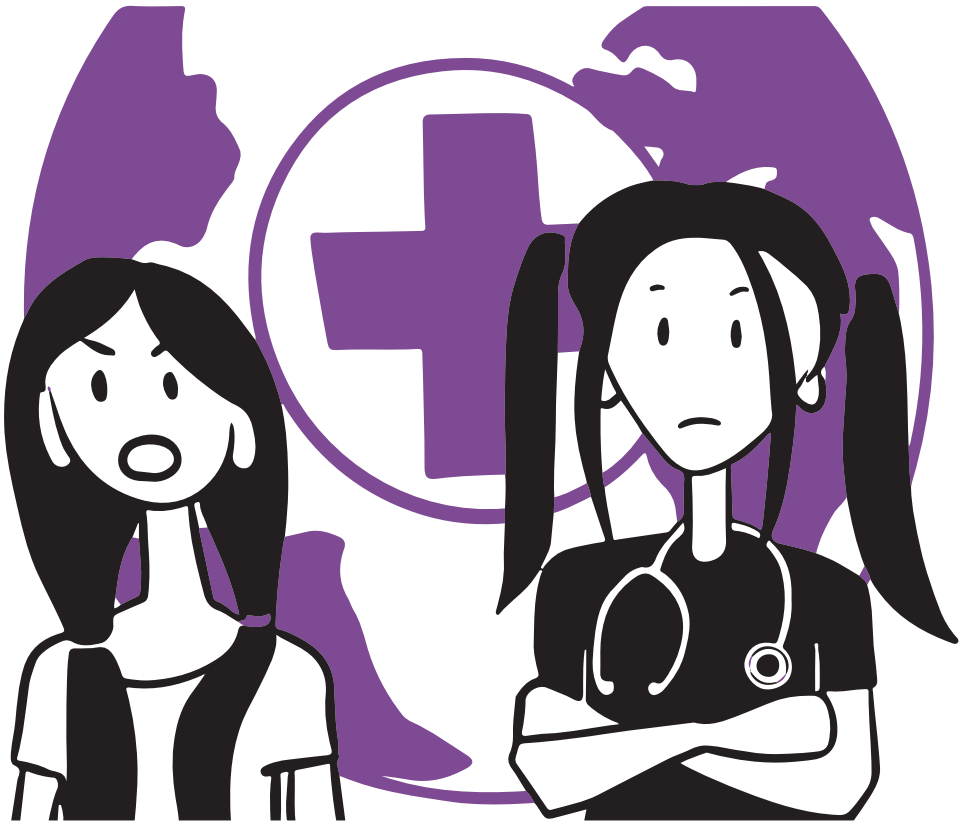
# Zero Hunger

Every 9th person is hungry: that means 840 million people globally. Many people are constantly hungry, do not have enough variety in their diet, and therefore get too few nutrients and become sick or even die. How can everybody get enough good food to eat?





# Good Health and Well-Being





# Good Health and Well-Being

Being healthy means you can go to school or work and enjoy your favourite activities. Having enough food and water is essential for a healthy life. Health is also a prerequisite for combating poverty. What does a healthy life look like for people of all different ages?





# Quality Education





# Quality Education

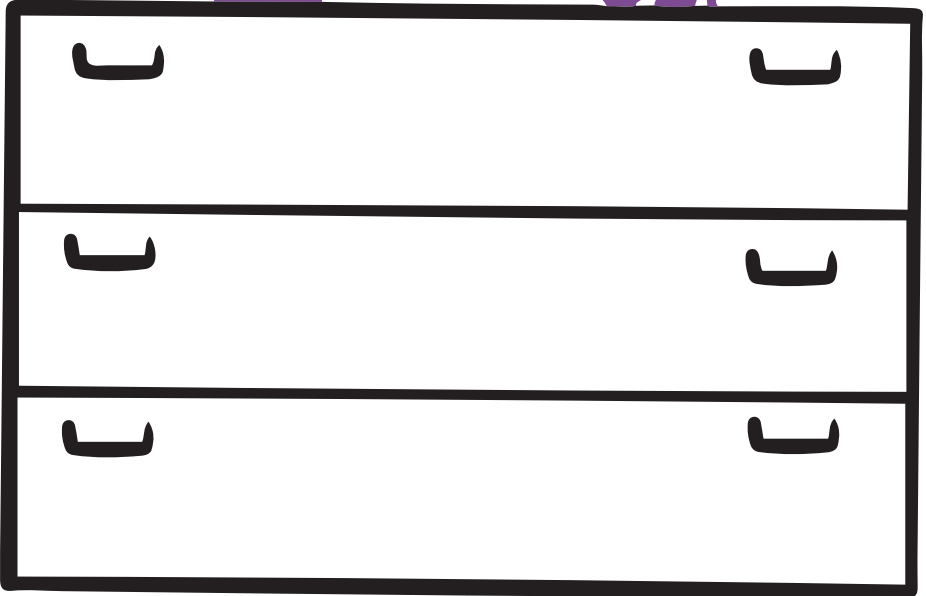
Not everyone around the world has the opportunity to attend school. Many people don't learn to read, write or do basic maths. As a result, they struggle to find suitable jobs or earn enough money to support themselves and their families. How can everyone gain access to education? And what do we want to learn that will help us live harmoniously with the world and each other?







# Gender Equality





# Gender Equality

Violence against women is still a big problem. Many women cannot make free decisions about their bodies and have no legal protections against the violence they are subjected to. Women do a greater share of the work caring for children, do more housework, and earn less money than men do. Despite all this, the number of women in leadership positions is increasing worldwide. What does equal rights for all mean in a concrete sense?





# Clean Water and Sanitation



GOALS

# Clean Water and Sanitation

Clean water and sanitation concern us all. Countries of the global south are particularly affected by water scarcity. Every 3rd person in the world does not have access to clean drinking water. Every 12th person does not have a toilet available. Climate change and water waste are major causes of the lack of clean drinking water. The consequences include the spread of diseases, child mortality, fights over water, water-related business trading, and forced migration. What solutions exist for responsible and environmentally friendly water management and use?



[WWW.SIDE-VIEWS.COM](http://WWW.SIDE-VIEWS.COM)



# Affordable and Clean Energy



GOAL 7



# Affordable and Clean Energy

Not everyone has access to electricity. Many energy sources harm the environment. How can energy be used more efficiently world-wide? Renewable energy sources help preserve natural resources such as gas and oil. How can more people gain access to clean energy? And when will the world achieve climate neutrality?





# Decent Work and Economic Growth





# Decent Work and Economic Growth

More and more people around the world are being exploited and forced to work in degrading conditions. Many of these people are children. They work in areas such as agriculture, the textile industry or in mines. The profits from their labour go to large companies. How can we stop exploitation? And what do we as consumers really need to live? How can work conditions be improved for everyone?







# Industry, Innovation, and Infrastructure





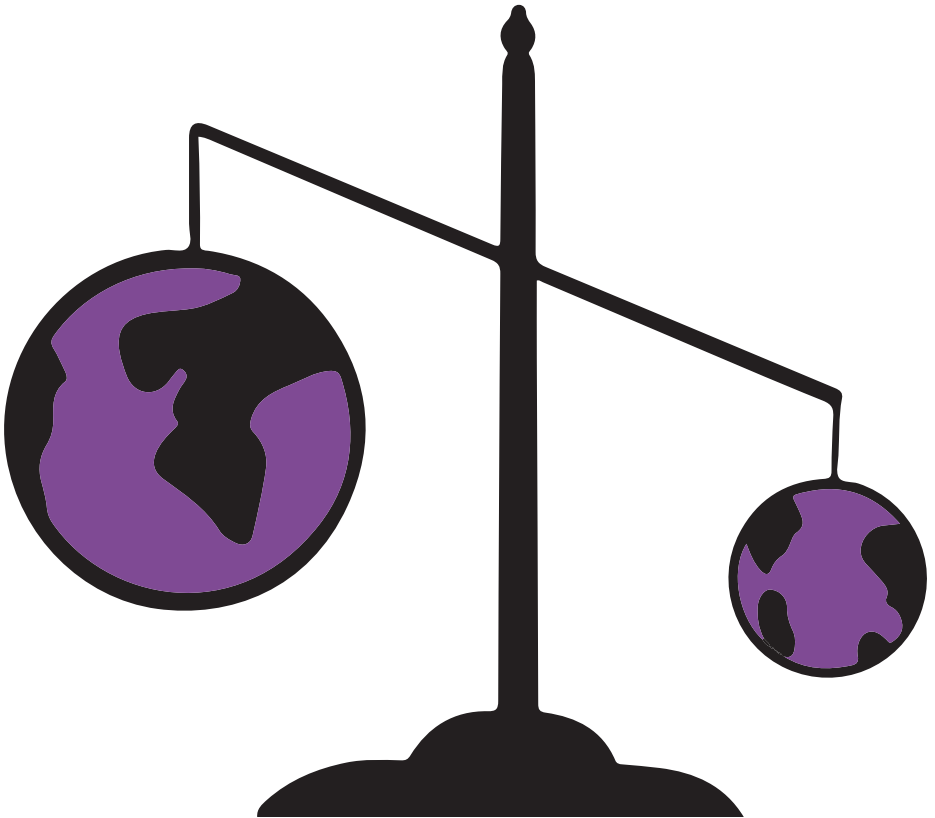
# Industry, Innovation, and Infrastructure

Access to roads, bridges, rail networks, the internet, electricity, water and public transportation is not a given everywhere. These things are necessary to ensure that medicine, food and education are accessible to all people in society. How can these types of infrastructure be sustainably developed worldwide?





# Reduced Inequalities



GOAL 10



# Reduced Inequalities

All people should be equal before the law and have the same rights. This applies to education, healthcare, and the opportunity to participate in social and economic life. However, not everyone has the same opportunities for education, work, income and adequate housing; many people are even discriminated against or experience violence. Poverty and racism play a major role and lead to inequalities between people and countries. How can more awareness of (in)equality be created? And what can we do about it?





# Sustainable Cities and Communities





# Sustainable Cities and Communities

Half of all people live in cities, many in slums—and the number is increasing. Living conditions in cities are not the same for everyone. Not everyone has access to clean water, green spaces or public transport. Industry and traffic in cities pollute the environment and air and generate greenhouse gases. How can the environment and climate in cities be protected? How can cities be designed so that no one is excluded or disadvantaged?





# Responsible Consumption and Production





# Responsible Consumption and Production

Globally, more and more goods are being bought—from cars to mobile phones to jeans. We do not need many of these things, but they use up important materials such as wood, water, oil, plants and minerals in vast quantities. At the same time, more and more is being thrown away. Plastic and electronic waste end up in land-fill, in the sea or in the desert. How can we waste less? How can we preserve the Earth and treat it with care?







# Climate Action



GOAL 13



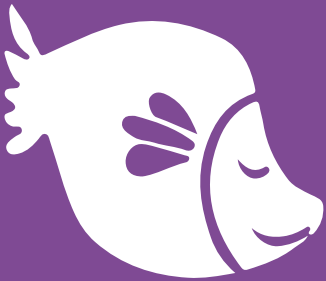
# Climate Action

Global temperatures and the CO<sub>2</sub> content in the atmosphere are rising and causing the ice at the poles and glaciers to melt. Climate change results in more frequent landslides, floods, storms, heat waves and drought. Houses and crops are destroyed. People lose their homes and livelihoods, and many flee from these disasters. Trees do not have enough water, algae and bacteria are growing in bodies of water, and pests are spreading. What can we do to stop global warming? How can we protect people and other living beings from the effects of climate change?





# Life Below Water



GOAL 14



# Life Below Water

Oceans cover more than two-thirds of the Earth. The world's oceans provide people with food and oxygen and regulate the climate. Life below the water is threatened worldwide—by excessive fishing, pollution, waste, oil rigs, cruise ships and toxic agricultural wastewater. How can we better protect rivers, oceans, lakes, and all underwater life?





# Life on Land



GOAL 15

GOALS

# Life on Land

Biodiversity and healthy ecosystems are the foundation of our lives. Rainforests are disappearing, biodiversity is declining, and ecosystems are becoming unbalanced. This means that many animal and plant species are at risk of extinction, and indigenous populations around the world are at risk of dying out. Soils are being depleted; pollution and desertification are increasing. This makes food production for the growing global population even more difficult. How can habitats for all living beings on land be protected and restored?



[WWW.SIDE-VIEWS.COM](http://WWW.SIDE-VIEWS.COM)



# Peace, Justice, and Strong Institutions



GOAL 16



# Peace, Justice, and Strong Institutions

War and violence, whether at home or on the streets, threaten the lives of millions of people worldwide. They deteriorate living conditions, lead to lower crop yields, endanger health and reduce educational opportunities. Many people threatened by violence are forced to flee their homes. How can we ensure that everyone is able to live in peace? How can we protect all people and strengthen their rights? And what is needed to achieve this?







# Partnerships for the Goals



GOAL 17



# Partnerships for the Goals

One person alone cannot change the world, but together, many people can achieve great things. When many people unite, stand together and act together, a great force is created. How can we support each other and bring everyone along on this journey? How do we become a global community? And what do we need for this?





# Who Loves the World?



ACTIVATION



## ACTIVATION

# Living Together – The World as a Donut

This activity can be used as an initial approach to discussing the 17 goals together.

## PREPARATION

Draw two concentric circles on a large poster (like a donut). The inner circle represents critical conditions for humans. The middle circle represents a safe and just life for people and the planet. The area outside the circles represents critical conditions for planet Earth.

- 1 In small groups, gather points on the following questions and write them on sticky notes:
  - What can't the planet tolerate? What does our planet suffer from?
  - What do we need as humans? What do people suffer from?
- 2 Each small group places the sticky notes on the donut: one after the other. Which part of the circle does the note fit into?
- 3 Discuss why you placed your note in a particular circle.
- 4 What do people and the planet need to survive together?
- 5 Dessert—Bake a sustainable donut: What ingredients do you need? And where does the icing come from?

## ACTIVATION



# Who Owns the Future?



ACTIVATION

# Film Discussion

Watch one of the films together.

You can discuss the following questions or invent your own:

- What did you see?
- What surprised you?
- How did it feel for you?
- What did it make you think?
- What made you angry?
- In which parts did you laugh and why?
- What did you not know before?
- What particularly interested you and why?
- What roles appeared in the film?
- What opinions did the characters represent?
- What would you like to learn more about?
- Which scenes and stories would you like to explore in more detail, which ones would you like to add to?
- What would you change in the world?



# How Can I Have a Say?



ACTIVATION



## ACTIVATION

# Congress of Nations

This activity can be used to introduce the 17 goals.

### PREPARATION

Work in small groups. Each small group needs a card set of the 17 goals (e.g. you can print out the goal overviews from a source online or from the Goal Cards in this document) and a large sheet of paper. You will also need a globe or a world map.

- 1 You want to find topics and solutions to make the Earth and society better by 2040. Select six countries (e.g. from different continents, of different sizes, with different climates) to participate. Where are these countries on the globe or map?
- 2 Which of the six countries do you want to represent? Each person chooses one of the six countries.
- 3 A meeting of nations—all representatives of one country meet with each other in a small group. What issues are particularly urgent and important to address to make life in your country better for all living beings there? Collect the most important points that you identify.
- 4 Congress—now each country sends one representative to a new small group. Each group now consists of representatives from the six different countries.
- 5 Discuss your goals: Which goals are particularly important to you as country representatives? Where do you find common ground with the goals of the other representatives? What will you advocate for, and what will you take responsibility for? Write all the key goals identified on a poster.
- 6 For the last step, compare your key goals with the United Nations 17 Sustainable Development Goals. What do you recognise? What came up in your discussions? Where do you see connections? For which goals do you already perhaps know solutions to or approaches that could be actioned? What do you want to learn more about?





# What Must I Do to Be Heard?



ACTIVATION

# Mapping Interconnectedness

## VORBEREITUNG

Work in small groups. Each small group needs a card set of the 17 goals (e.g. you can print out the goal overviews from a source online or from the Goal Cards in this document) and a large sheet of paper.

- 1 Look at the 17 goals and discuss together which goals are connected to which other goals and why.
- 2 Place the goals on the sheet of paper: Which goals are the most important? Which goals are most or least connected to each other? Why? Where do you see similarities?
- 3 Glue your goals onto the paper in the positions that make the most sense to you (e.g. top, bottom, close together, far apart). Connect the goals with coloured pencils.
- 4 Create a legend for your map: What criteria did you use to arrange your goals? How can someone »read« your map?
- 5 Set up an exhibition of your maps and legends. Look at all the maps together.
- 6 Can you guide each other through the exhibition? Explain why you arranged the goals the way you did.



# Who Is Responsible?



ACTIVATION

# Tableau

- 1 Watch one of the films about the 17 goals together.
- 2 Discussion: discuss what interests you about the topic.  
→ Additional questions: see the Activation Card Film Discussion.
- 4 Form small groups of four to five people and create a tableau (a frozen scene or sculpture) representing the goal.
- 4 Take a photo of your tableau and review all the group tableaus together. Discuss the scene. Which aspects of the goal were depicted? What would you add?
- 5 Which tableaus complement each other? Can you think of more tableaus? Is it possible to create one large, combined tableau? Take a photo of it.



# What is Your Vision of the Future?



ACTIVATION



## ACTIVATION

# Future Snapshot

This card can be used to introduce the 17 Goals.

## PREPARATION

Work in small groups. Each group needs an overview of the 17 Goals (print out a piece of paper that has all the goals and their explanations; cut out each of the goals with its corresponding explanation; you can use the explanation from the card set if you need to). Each group will also need a device (camera, mobile phone or tablet) for taking photos.

- 1 Form groups of three to four people and distribute the Goal Cards with the 17 Goals and their explanations among the groups. Each group gets at least one Goal Card.
- 2 In your group, read the explanation for your goals. Ask your teacher if something in the explanation is unclear.
- 3 Think about how you could represent your goals in a photo. You can move around your school building for this part of the activity.
- 4 Take several photos for each goal and choose two to three photos that best represent your goals.
- 5 Present your photos to your classmates and explain what is shown in the photos and what your goals are about.
- 6 Now, the entire class selects one photo per goal.
- 7 How can the photos of the 17 Goals come together to create one large artwork? Create a collective photo collage of all 17 Goals to hang in your classroom. Think about how the individual images of the goals are connected to each other.



# If All Rich and All Poor People Switched With Each Other, What Would Happen?



GOAL 1 - NO POVERTY

# Perspective Shift

If all the rich people in the world had to live on the street for one day, what would change?

- Form small groups and develop a scene around this idea.
- Perform the scenes for each other.
- Discuss the question: Where does poverty begin?







# How Rich Is Too Rich?



GOAL 1 - NO POVERTY

# Planetary Meeting

Two Earths meet at a planetary conference. One Earth has a lot of poverty and is sad because of this and shares its worries. The other Earth is doing well, and poverty is unknown to it.

## IN PAIRS

- Decide who will play which Earth.
- Note down key points about your situation.
- Have a conversation and draft a dialogue.
- Perform the dialogue, record your conversation, and present it. Swap roles at some point.

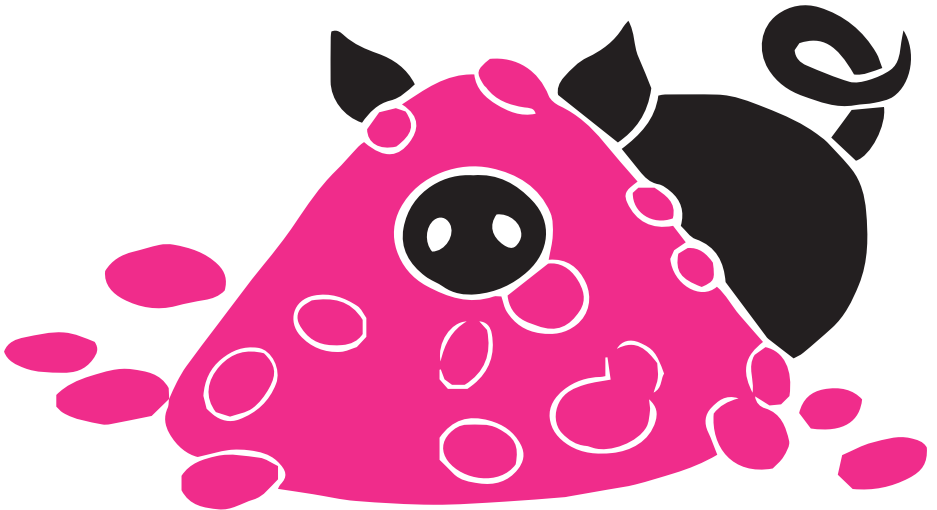
## EXTENSION

- Create a poster together that illustrates what poverty looks like and how you can recognise it.
- Research expert knowledge.
- Conduct a for and against debate.
- Develop a role play.
- Conduct interviews.
- Invite experts for a panel discussion.





# What Can't We Live Without?



GOAL 2 - ZERO HUNGER

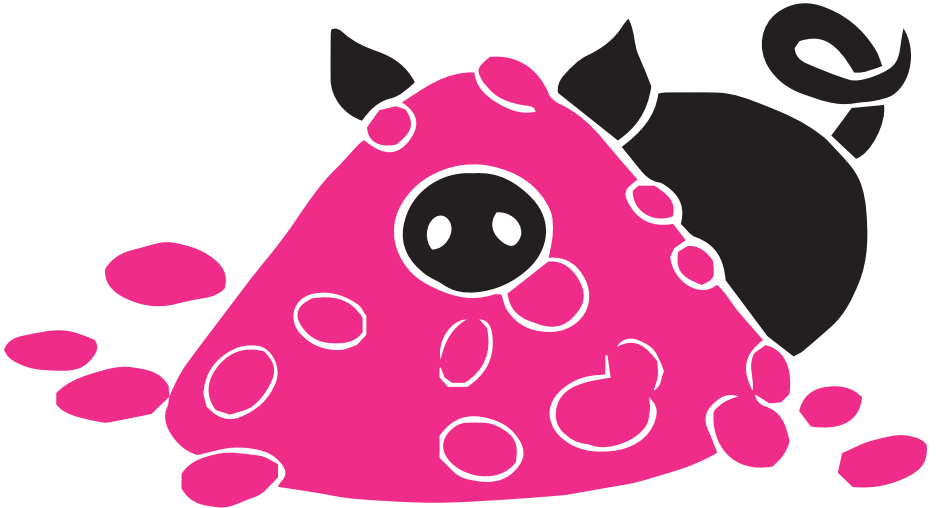
# Sea Voyage

- 1 You are going on a boat journey to a deserted island. What will you take with you? What do you absolutely need to survive? And what or who would you also like to have on your journey? Together, create a list of 15 items that you will pack. Your journey begins. Do you have everything on board?
- 2 The boat sets off, and you enjoy the fresh air on deck. Suddenly, clouds gather, and it becomes very dark. Storm! You must throw four items overboard. Which ones will you choose?
- 3 After the storm passes, the journey continues. You are in the open sea when suddenly a large pirate ship comes into view. The pirates demand five items from you. What will you give them?
- 4 The next day, there is no wind, and the ship is too heavy. To lighten the load, you must throw three items overboard. Which ones will you choose?
- 5 You now have only three items left. Which two can you absolutely not do without? Discuss your choices.





# Can You Eat Gold?



GOAL 2 - ZERO HUNGER

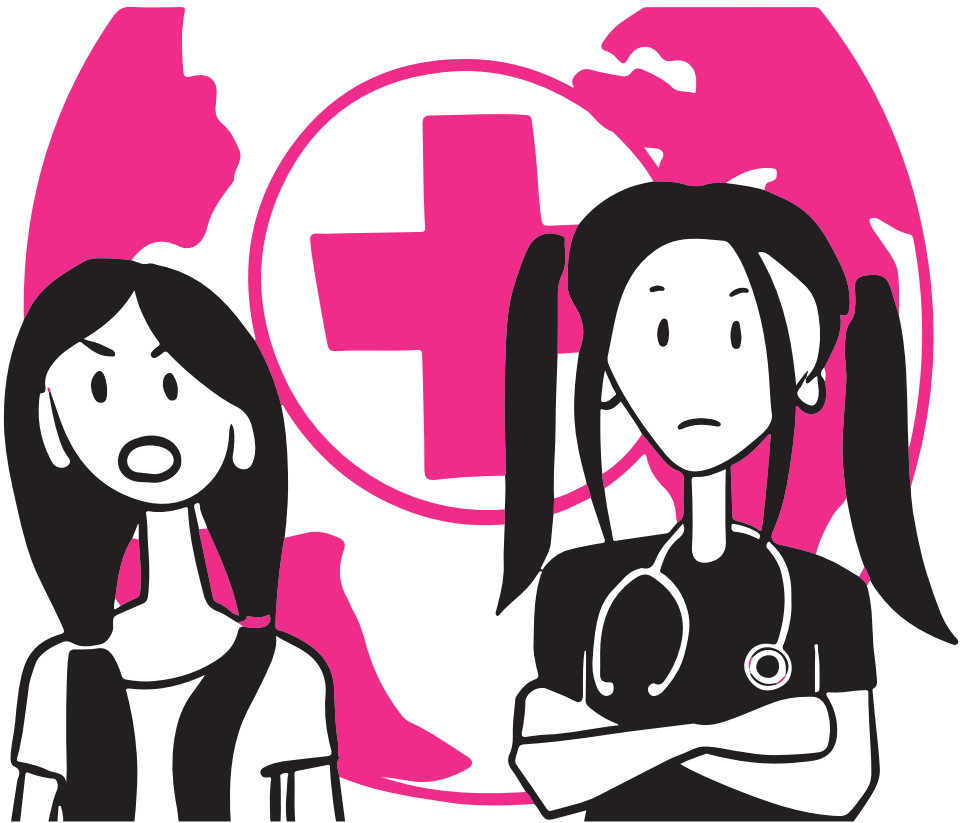
# Quiz Show

- 1 Watch the film **WER WIRD SCHWEINEREICH?** (Who Wants to Be Filthy Rich?), which is related to **GOAL 2**.
- 2 What questions are missing in the quiz show? In small groups, invent two new questions, each with four possible and not possible answers.
- 3 Set up a small quiz show studio in your classroom.
  - Who will be the host of your quiz show?
  - Who will be the contestants?
- 4 Play the quiz with the old and new questions.
  - Who will become filthy rich?





# Who is Healthy?



# Word Bingo

## PREPARATION

You will need A4 paper, small slips of paper, pens and a box or hat.

- 1 Divide into groups of four to five and choose two additional game leaders.
- 2 Each group creates a grid for a Bingo game. Use a blank A4 sheet to draw a 4 x 4 grid, creating a total of 16 squares on the sheet.
- 3 Watch the film **HEALTH WITHOUT BORDERS** for **GOAL 3**.
- 4 Each group fills in one term per square on their Bingo card. The terms used should be ones that appear in the film (e.g. hospital, climate crisis, medication). There should be a total of 16 terms on each Bingo card.
- 5 The game leaders also write down 16 terms on separate slips of paper and put them in a box.
- 6 The two game leaders then take turns taking the terms they have written out of the box and reading them aloud to the class.
- 7 Each group checks whether they have the term read out by the game leader on their Bingo card. But before a group can mark off a term on their Bingo card, they must explain the term to the entire class in their own words. Only if the explanation is accurate and understandable can the group mark the square.
- 8 Each group works together, discusses the meaning of the term and selects one person to explain the term.
- 9 The goal is to complete a row of marked terms – horizontally, vertically or diagonally. The first group to do so shouts: BINGO!

After the game, you can discuss these questions all together:

Which terms were particularly easy to explain?

Which terms were harder to explain, and why?

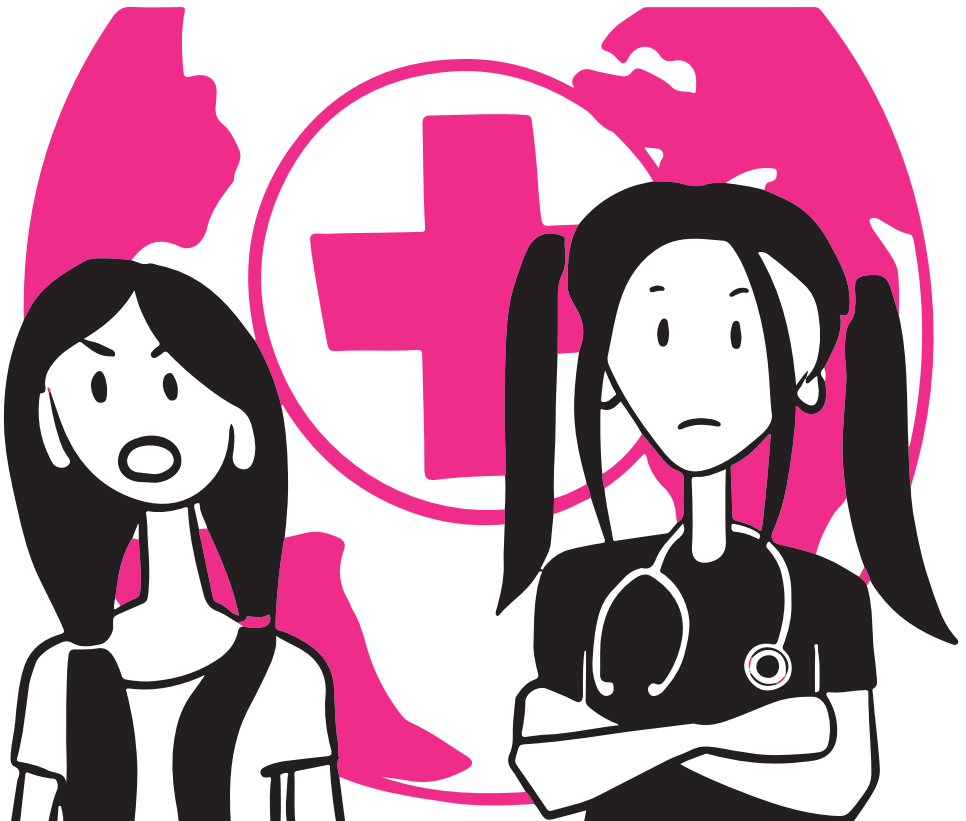
Why are these terms important for the topic of health and well-being?







# What Promotes Health?



# Collective Drawing

## PREPARATION

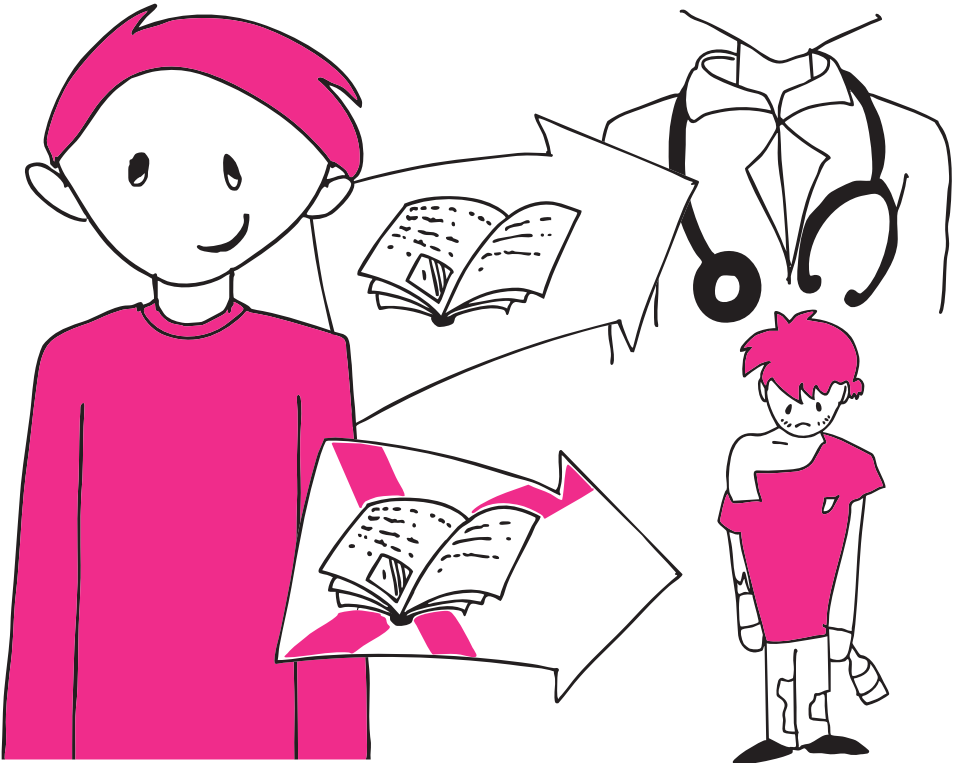
You will need coloured pencils, markers or crayons; a clock or timer; and a large sheet of paper or multiple A3 sheets that can be joined together to create a large poster.

- 1 Watch the film **HEALTH WITHOUT BORDERS** for **GOAL 3**.
- 2 Discuss afterwards: Which topics are mentioned in the film? What is explained about the theme of health?
- 3 Choose a timekeeper.
- 4 The goal is to collaboratively create a drawing that represents the theme of health and incorporates ideas from the film.
- 5 One person starts by doing a small drawing and then passes the paper to the next person after 2 minutes.
- 6 While the next person adds to the drawing, the previous contributor explains to the group what they added to the picture and why.
- 7 Continue around the group, with everyone contributing to the drawing.
- 8 Display the collective drawing in the classroom or in a corridor of your school.





# What Do You Want to Learn?



# Smart Guessing

- 1 Watch the film **LEARNING?** for **GOAL 4**.
- 2 Divide the class into four groups and choose a game leader.
- 3 The game leader asks the following quiz questions about the film (alternatively, you can make up your own questions). Each answer must be justified with an example from the film:
  - A Do all schools have enough teachers?
  - B Are there enough classrooms everywhere?
  - C Can all children in the world go to school?
  - D Did the president in the film actually become president later?
  - E How different can school commutes be?
  - F What differences in education exist between the Global North and the Global South?
- 4 Each correct answer that is justified with an example from the film earns a point. The group with the most points wins.

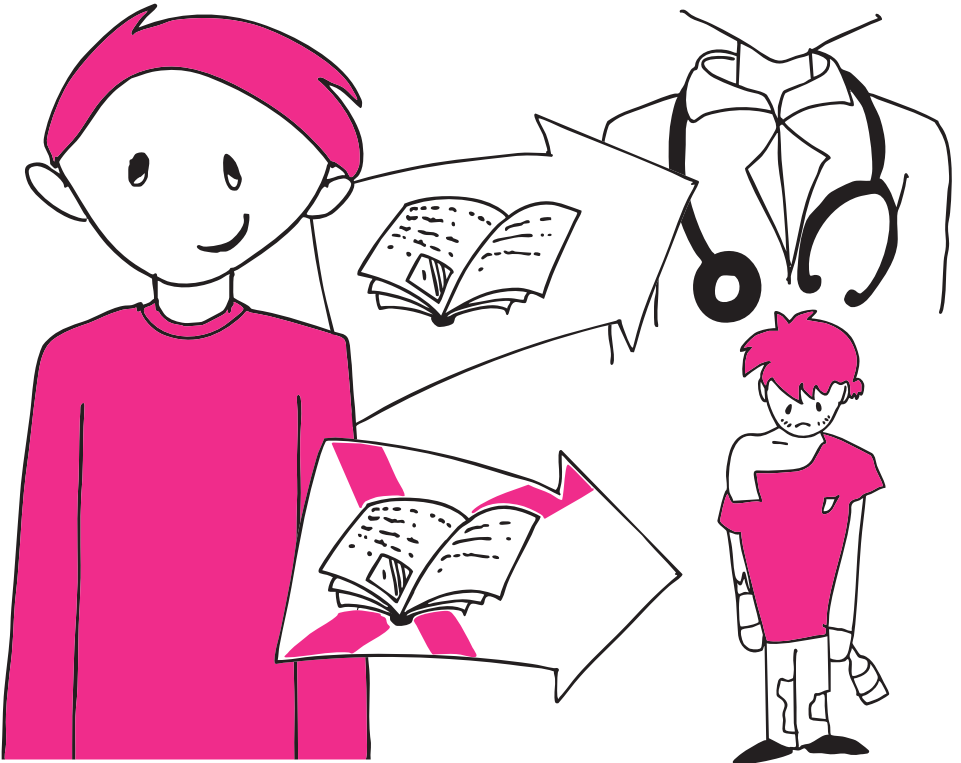
## EXTENSION

You can also create your own questions. Add variety to the game by having each group come up with five questions about the film, which they then ask the other groups. Again, the group with the most correct and well-justified answers wins.





# Are You Still Learning, or Already Unlearning?



# Silent Films

- 1 Watch the film **LEARNING?** for **GOAL 4**.
- 2 Divide into four groups.
- 3 Two groups will each act out a scene from the film using pantomime. The other two groups will each develop a continuation of a scene from the film. You have 15 minutes to rehearse.
- 4 Each group presents their scene to the entire class one after the other.
- 5 The rest of the class guesses which film scenes were portrayed through pantomime and which film scenes were portrayed through a continuation.
- 6 After each presentation, discuss the following questions:  
What went well? What was missing? What could be improved?





# Father, Father, Child?



# Out of the Box

- 1 Watch the film **SCHUBLADEN** (Drawers), which is related to **GOAL 5**.
- 2 What does gender equality mean? What themes, questions, and successes do you see in the film? Note down one sentence for each of these and make a folded piece of paper for each sentence.
- 3 Place the folded pieces of paper in a box and mix them up.
- 4 Form small groups of three to five people and each group takes out two pieces of paper.
- 5 Create a scene (role play, theatrical improvisation) based on the two sentences.
- 6 Watch all the developed scenes together as a class and consider the themes, questions, and successes each scene portrays.

## EXTENSION

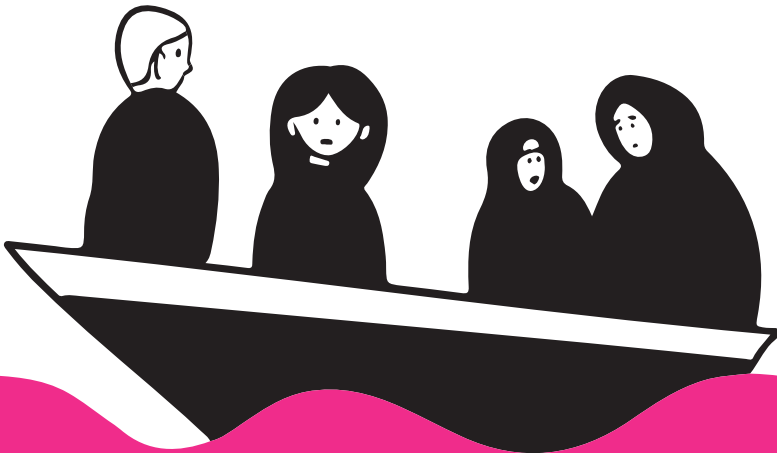
- 1 Investigate which women's rights correspond to the identified themes.
- 2 Use masking tape to tape a timeline on the floor.
- 3 Arrange the women's rights in chronological order.
- 4 Discuss what future steps for gender equality should be on the timeline. What urgently needs to change?







# Who Owns the Water?



GOAL 6 – CLEAN WATER AND SANITATION

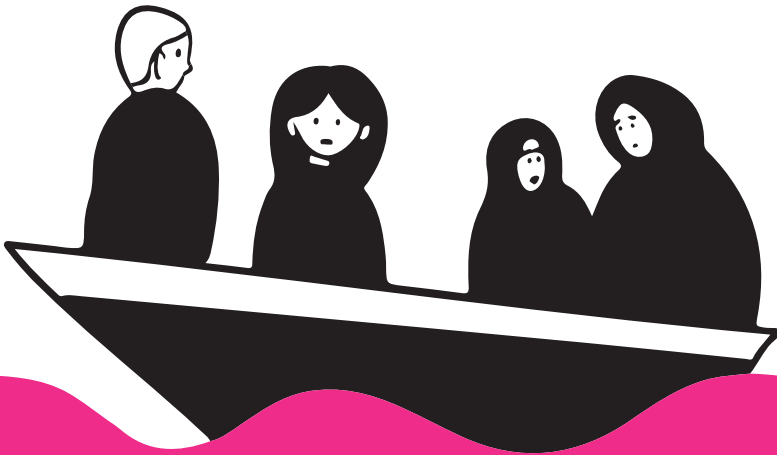
# Water Visions

- 1 How do you use water? What solutions can you think of to change your water usage habits?
- 2 Develop a questionnaire about how water is used for the school and collect ideas from other students about how to minimise water use.
- 3 Present your collection of ideas at the school assembly or to the student council. Which ideas could you implement together in your school?





# Who Steals Water?



GOAL 6 – CLEAN WATER AND SANITATION

# We're All in the Same Boat

- 1 Watch the film **WASSER** (Water) together, which is related to **GOAL 6**.
- 2 What do the three different boats represent? Why are the people in these boats? What experiences do they share?
- 3 Draw a comic about a story from the film that particularly stood out for you. How could the story continue?





# How Much Darkness?



GOAL 7 – AFFORDABLE AND CLEAN ENERGY

# Create Scenes

## PREPARATION

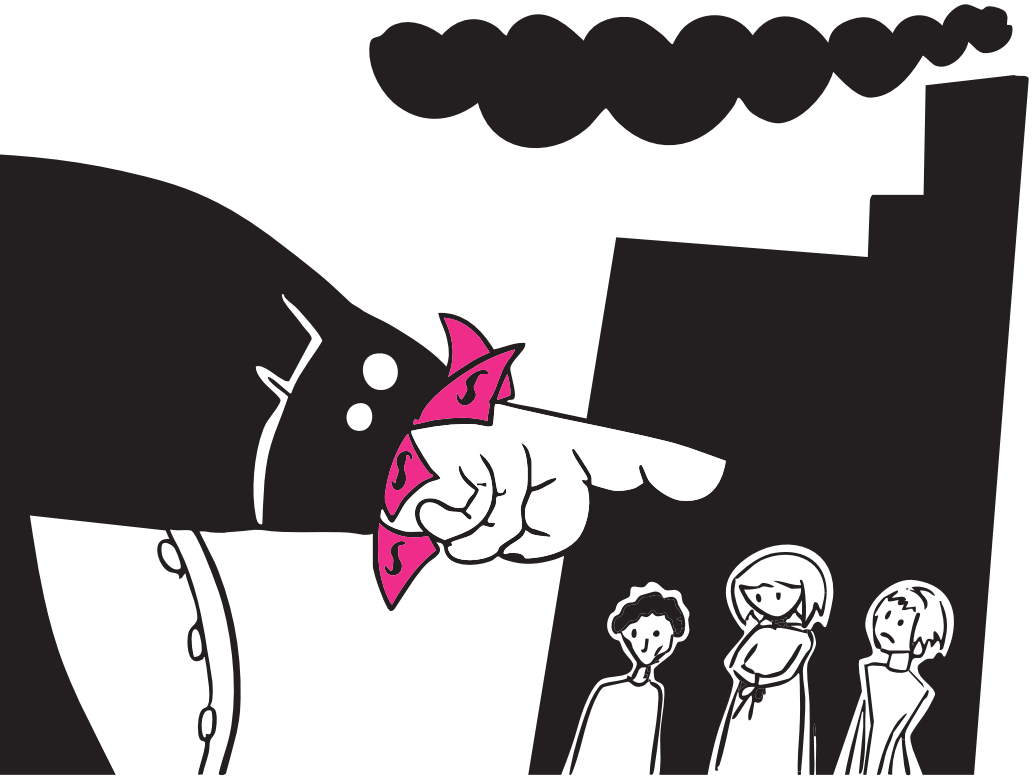
You will need small slips of paper, pens and a cardboard box.

- 1 Watch the film **LIGHTS ON!** for **GOAL 7**. Pay attention to key terms that seem important to you (e.g. power outage, wind energy, renewable energy, Global South).
- 2 Each person writes down at least one key term related to the film on a slip of paper and places it in the cardboard box.
- 3 Divide into small groups of five to six people.
- 4 Each group draws three slips of paper and creates a theatre scene based on the three terms. You have 5 minutes to prepare.
- 5 Perform your scenes for one another.
- 6 The audience guesses which three terms were depicted.
- 7 Discuss together as a class how the scenes and terms relate to the film and GOAL 7.





# What Makes Work Enjoyable?



# My Dream Workplace

## PREPARATION

You will need paper and pens.

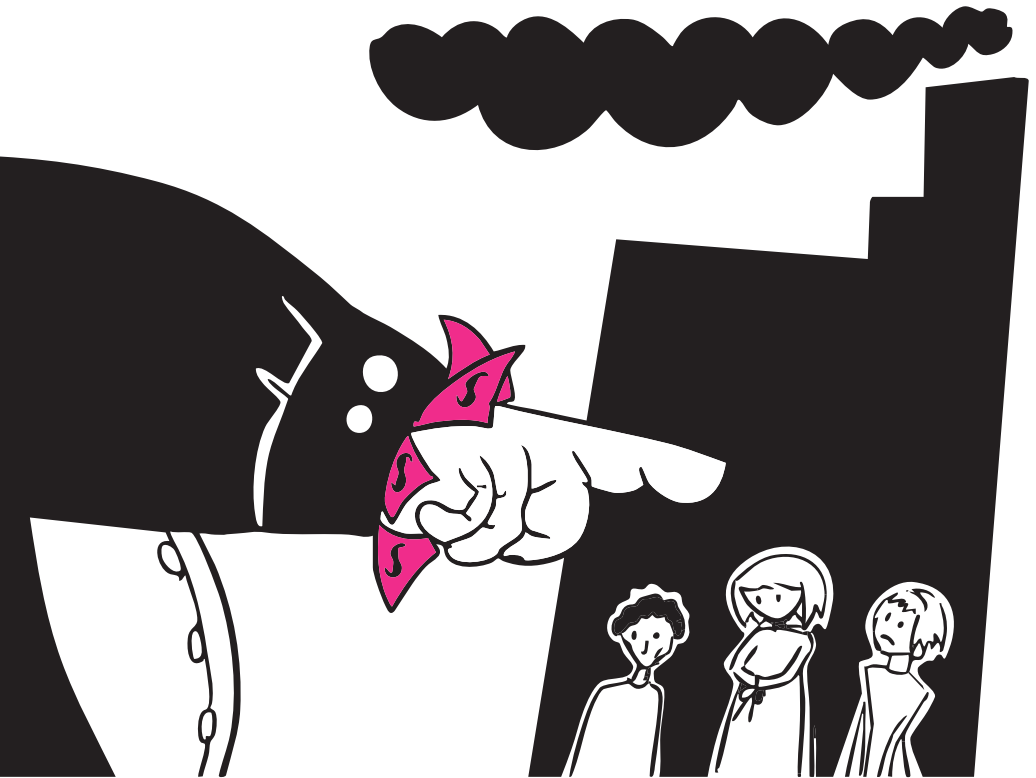
- 1 Watch the film **THE RESTAURANT** for **GOAL 8**.
- 2 Discuss the film together using the questions on the Activation Card »Film Discussion«.
- 3 Now, each person takes a piece of paper and a pen.  
Draw your ideas based on the following questions: What does my personal dream workplace look like? What can be found there? Where is it located? Who is there with me?
- 4 Draw your ideas on your piece of paper and present your drawing to the group.
- 5 Display your drawings in your classroom, the school auditorium or a school building.
- 6 Share your thoughts about GOAL 8 and your ideas about what decent work means with your classmates.







# Where Do We Want to Grow to Next?



# Is It Possible for Everyone to Have Decent Work?

- 1 Watch the film **THE RESTAURANT** for **GOAL 8**.
- 2 Divide into four groups. Each group has 10 minutes to develop a scene that addresses themes from the film. You can create a new scene or continue a scene from the film. The important thing is that the scene aligns with the content you saw in the film.
- 3 Each group then has 5 minutes to perform their scene.
- 4 After each performance, the rest of the class provides feedback. You can use the following questions as a guide: What happened in the scene? How does it relate to GOAL 8? What problems and solutions were shown? How could the scene be adjusted to make the content even clearer?
- 5 Be fair to each other and give helpful tips and respectful feedback.





# How Far Will You Go?



GOAL 9 - INDUSTRY, INNOVATION,  
AND INFRASTRUCTURE

# Goal Throwing!

## PREPARATION

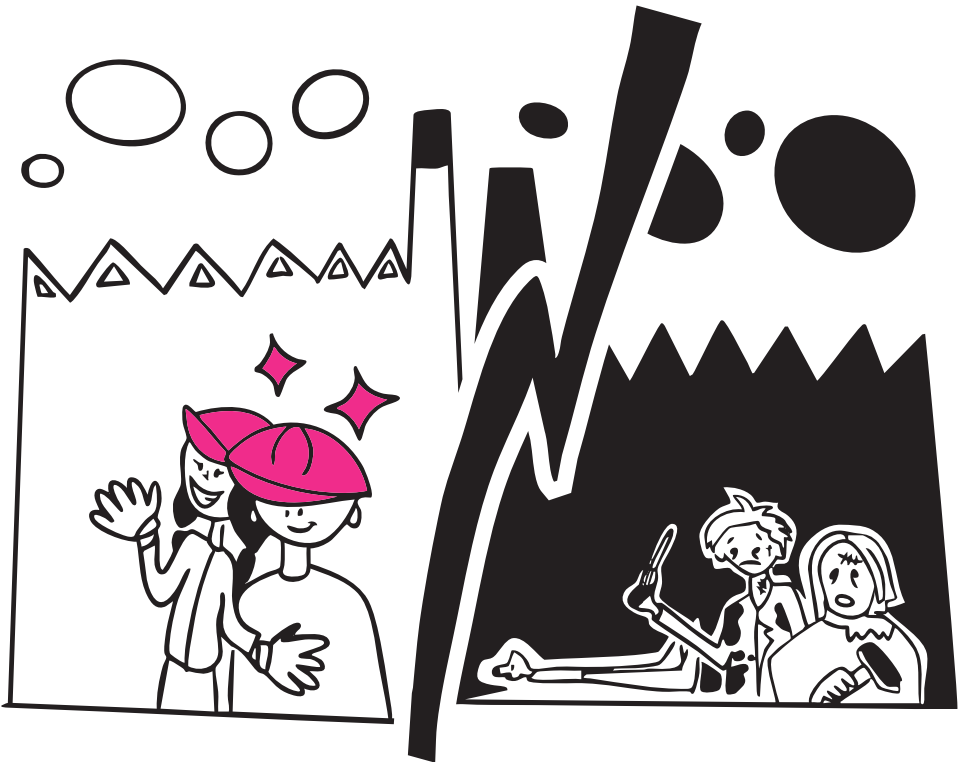
You will need tape, markers, a soft ball and a board or large poster. Draw three equally sized circles on the board or poster. Write the terms »industry«, »innovation« and »infrastructure« in the circles: one term in each circle. Use tape to designate a throwing mark on the floor 2 to 3 metres away from the board.

- 1 Watch the film **FUTURE TEAM** for **GOAL 9**.
- 2 Afterwards, discuss these questions together: What do the words »industry«, »innovation«, and »infrastructure« mean? What examples of these things can you think of?
- 3 Divide into two teams.
- 4 Players must stand on the throwing mark and try to hit one of the three circles with the ball and say a word related to the term they hit.
- 5 Before the game begins, each team gets 2 minutes to brainstorm words they could say if they hit one of the terms in the three circles.
- 6 Each team receives three jokers to use during the game.
- 7 The game begins. Take turns throwing the ball, with the teams alternating throws.
- 8 If a circle is hit, the player who threw the ball must say a word related to the term in the circle. If they can't think of a word to say, they can use a joker to ask their team for help.
- 9 A correct hit with an accurate answer earns the team 10 points.  
A miss or no answer earns 0 points.
- 10 The game lasts three rounds.
- 11 The team with the most points wins.





# Who Invents the World?



GOAL 9 – INDUSTRY, INNOVATION,  
AND INFRASTRUCTURE

# GOAL 9 Memory

## PREPARATION

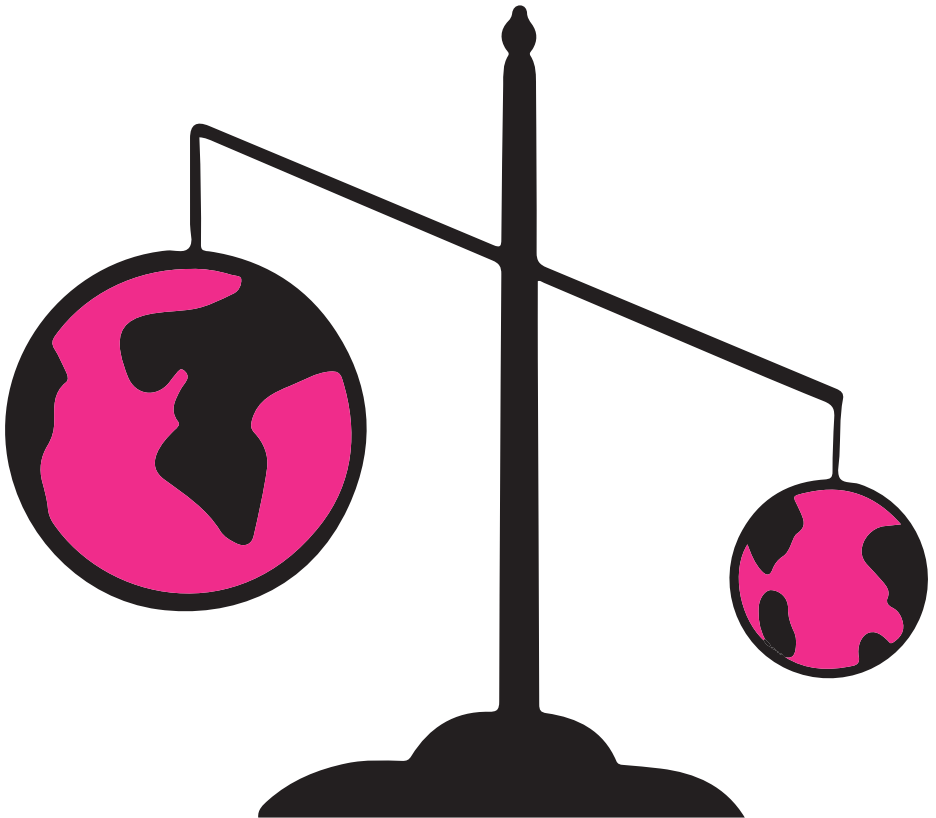
Write the words »industry«, »innovation« and »infrastructure« on the classroom board so that they are visible to everyone throughout the activity.

- 1 Watch the film **FUTURE TEAM** for **GOAL 9**.
- 2 Afterwards, discuss these questions together: What do the words »industry«, »innovation« and »infrastructure« mean? What examples of these things can you think of?
- 3 Select two players to step outside the room. They should not see what the class is doing.
- 4 The remaining players pair up and think of a term related to GOAL 9 (Industry, Innovation, and Infrastructure) that they can act out together as a movement. For example, they might act as an aeroplane by spreading their arms like wings. It's important that both players in the pair remember the same movement for the term.
- 5 All pairs then spread out around the room, not necessarily standing together.
- 6 The two players who are outside are invited back in. They take turns choosing two classmates to perform their movements.
- 7 If the two chosen classmates perform the same movement, a memory pair has been found. The player who found the memory pair must then explain which term the performed movement represents and how that term is connected to industry, innovation or infrastructure. For example, an »aeroplane« movement is related to innovation and a »bridge« movement is related to infrastructure.
- 8 Once a memory pair is found, those two classmates sit down.
- 9 The player who finds and correctly identifies a memory pair gets another turn.
- 10 The game continues until all memory pairs have been found. The player who discovers and correctly identifies the most memory pairs wins.





# How Much Equality is Possible?



GOAL 10 – REDUCED INEQUALITIES

# Role Play

- 1 Watch the film **EMPATHIE** (Empathy) together, which is related to **GOAL 10**.
- 2 What stood out to you? What forms of discrimination are mentioned in the film? Which ones did you not know about, and which ones are missing?
- 3 Choose a scene from the film and act out the situation once with a positive ending and once with a negative ending.
- 4 How would you like to be treated? How could you support others? Share your ideas with each other.







# Who Owns the City?



# City of Dreams

## PREPARATION

You will need a few large sheets of drawing paper and pens.

- 1 What makes a city sustainable? Watch the film **INVESTMENT**, which is related to **GOAL 11**, and think about what each person in the film considers important for city life.
- 2 Ask your teachers, other students or your parents and other people what a sustainable city means to them.
- 3 Take a walk around your school. What bothers you, and what do you think is good? What things would you like to change?
- 4 Discuss your thoughts in small groups. Together in the group, draw the city you would like to live in on a large sheet of paper.

## EXTENSION

Imagine you are taking a walk in these new surroundings. What do you observe? Make up a story and tell it to the group that drew the picture.





# How Does the City Breathe?



# Material Exchange

- 1 Collect some of the materials you find in your school building and on the school grounds (e.g. create drawings, make notes, take photographs, conduct interviews, collect items and objects). What is your school building made of? What materials is your schoolyard made of (e.g. stone, wood, concrete, plants)? Which material is the most common?
- 2 Research where the material comes from and whether it is sustainable.
- 3 How could you make the school building more sustainable? What materials would you like to use? What actions can you think of? Who would you need to convince? Who could support you? How could you implement your ideas?
- 4 Ask your principal for a copy of the floor plan of your school and its buildings. Draw your ideas onto the plan.





# How Many Lives Do My Jeans Have?



GOAL 12 – RESPONSIBLE CONSUMPTION  
AND PRODUCTION

# World Trip of a Pair of Jeans

## PREPARATION

You will need a copy of a world map and 10 to 20 rolls of string (about 1000 meters).

## INSTRUCTIONS FOR THE ACTIVITY

- 1 Watch the film **JEANS** (Jeans), which is related to **GOAL 12**, together. What stages does a pair of jeans go through, from the cultivation of the cotton plant to ending up in your wardrobe?
- 2 Can you assign each stage to a location on the world map? Mark the stages.
- 3 Which stages couldn't you assign a location to? Research online or ask others to help you assign these stages (teachers, parents, janitors, neighbours).
- 4 Calculate how many kilometres the jeans have travelled.
- 5 One travel kilometre equals one centimetre of string. How much string do you need to represent the journey? Prepare a piece of string that corresponds to the length of the journey.
- 6 Use the string to trace the journey of your jeans around your school building. Start in your classroom. Where does your string end? If you meet someone along the way, tell them about the journey of your jeans.





# Who Pays the Price for Cheap Things?



GOAL 12 – RESPONSIBLE CONSUMPTION  
AND PRODUCTION

# Imagine ...

## PREPARATION

Make play money. Each small group receives 40 euros.

- 1 Imagine a pair of jeans costs 40 euros.
- 2 Gather all the stages and professions involved in the production of a pair of jeans.
- 3 Split into small groups. Each group receives their 40 euros of play money.
- 4 Distribute the money to all the people involved in producing the jeans. How much does each producer receive?
- 5 Compare the results between groups and discuss: What would be a fair wage? What should a fairly produced pair of jeans cost?







# Do Human Rights Apply Equally to All People?



GOAL 12 – RESPONSIBLE CONSUMPTION  
AND PRODUCTION

# Questioning Perspectives

- 1 Watch the film **JEANS** (Jeans), which is related to **GOAL 12**, together. From whose perspective is it told? Who does the main character meet? Write down your answers.
- 2 What options (e.g. striking) do the people in the film have to change the life story of the jeans so that they can work under better conditions? What contribution can you or your class make to changing the life story of the jeans?
- 3 Form small groups. Each group chooses a person from the journey of the jeans.
- 4 Develop a new scene that empowers the workers.

## EXTENSION

Research what types of labour disputes exist. Ask your teachers and parents about the labour disputes they know about.





# Where Is the Polar Bear?



GOAL 13 - CLIMATE ACTION

# Debate

- 1 Who among you believes that global warming can be stopped by 2030? (You can also invent an alternative question.)
- 2 Split into three groups (for, against, undecided).
- 3 In your small group, collect as many arguments as possible to support your position.
- 4 Role play a climate conference and try to convince the other groups of your arguments.
- 5 Decide how long your discussion will last.
- 6 Can you agree on a joint declaration (resolution) that all groups can sign?





# When Will It Get Too Hot?



GOAL 13 - CLIMATE ACTION

# What Can We Do?

- 1 Collect as many ideas as possible: What can you as a class do specifically to combat climate change (e.g. reduce waste)?
- 2 Which ideas from your list can be implemented on the school grounds or in the neighbourhood? Choose one idea and take the first concrete steps to implementing it.
- 3 Do you know any people who are committed to protecting the climate? Look for people, groups, associations, or institutions working on solutions to this issue and visit them (e.g. take a trip to visit a recycling centre, gardener or product designer).

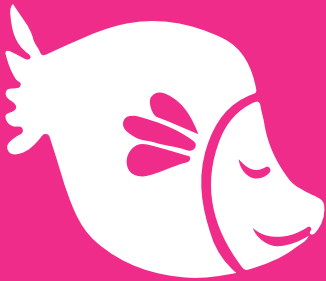
## EXTENSION

Old objects and waste can be turned into new products. This process is called »upcycling«. Collect ideas on how you can create something new from the waste at your school (e.g. wallets made from drink cartons). DIY—Do it yourself!





# How Does a Fish Feel in Plastic Soup?



GOAL 14 - LIFE BELOW WATER

# How Does Life Below Feel?

- 1 Who lives underwater? Which seawater or freshwater dwellers do you know? Choose one of these creatures.
- 2 How does this creature move under the water? Think of and act out different movements for this creature.
- 3 Who or what disturbs life underwater? For example, oil rigs, cruise ships, fishing nets. Identify some of these disruptive factors.
- 4 How does the movement of your underwater creature change when a disturbance occurs? Change your creature's movement to show what happens when the disturbance is introduced.
- 5 Reflect on the changes in movement and think about what you could do to help the creature move freely again.







# Who Needs Whom?



GOAL 15 - LIFE ON LAND

# TV Global

- 1 Watch the film **KNOWLEDGE IN THE MORNING** for **GOAL 15**
- 2 As a class, come up with six questions about the film, or use the following ones:
  - A What problems are mentioned in the film?
  - B What did you find particularly interesting about the film?
  - C What problems does agriculture cause?
  - D Why did the indigenous population in the film move to the city?
  - E Why are people destroying the forest?
  - F Is there something we can do in our daily lives to help?
- 3 Now, create your own television show. Form a group of five people. Assign roles to each person in the group: one moderator and four studio guests. The studio guests can play roles such as a farmer, politician or forest dweller. The rest of the class acts as the studio audience.
- 4 The moderator asks the questions, and the studio guests answer them in their respective roles.
- 5 Afterwards, the moderator asks the audience whether they have additional questions, which they can now ask the studio guests directly.
- 6 To conclude, the moderator conducts a quiz with the audience using the following questions and answers. The person with the most correct answers wins:

Why are pesticides dangerous for the environment? (multiple answers possible)

- A They are not dangerous at all.
- B Because they kill insects.
- C Because they contaminate groundwater. (ANSWER: B + C)

If insects are being killed by people, what do you do?

- A Ignore it.
- B Inform them that insects are important.
- C Join in. (ANSWER: B)





# How Many Trees Make a Forest?



GOAL 15 - LIFE ON LAND

# Thought Experiment

- 1 Close your eyes and imagine that everything around you has disappeared: The houses and school buildings are gone; there are no parks, trees, lakes or playgrounds left; and the supermarkets are empty. In the Global North, there is no habitat left for you. How does that feel?
- 2 Form groups of three to four people and discuss what you would do in this situation.
- 3 Present your ideas to the whole group and discuss your suggestions together.





# Who Has the Right to What?



GOAL 16 – PEACE, JUSTICE,  
AND STRONG INSTITUTIONS

# I Am Thinking of Something You Don't Know

- 1 Watch the film **GERICHT** (Court) together, which is related to **GOAL 16**.
- 2 What did you see? Which human rights were discussed? Which others can you add?
- 3 Draw each human right that you have identified on one square piece of paper. On another square piece of paper, write a brief description of the human right. Play the game »Memory« with these squares.

## EXTENSION

- 1 Find out what the executive, judicial and legislative branches (strong institutions) mean. You can ask someone such as your teacher.
- 2 Choose one human right.
- 3 Find out what role the executive, judicial and legislative branches play in strengthening, protecting and defending this human right.
- 4 Develop a role-playing scene (e.g. in court) that represents what you found in your research.





# Who Carries the World?



GOAL 17 – PARTNERSHIPS FOR THE GOALS



IMPULSES

# Get Together Now!

One person alone cannot change the world, but together, many people can achieve great things. Join forces and inspire those around you to engage with the 17 GOALS!

To make small changes in everyday life, you can use the Shaping Patterns app. This app provides playful and creative challenges that help you actively and creatively support sustainability, environmental protection and climate action – alone or with your class, family or friends. The more people who join in, the happier the planet will be!

Here's the link to download:

-> <https://side-views.com/en/app-download>



[WWW.SIDE-VIEWS.COM](http://WWW.SIDE-VIEWS.COM)