

Get Together Now!

17

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

A collective film project  
by sideviews and the Nürtingen-Grundschule Berlin





# About the Cards



# INTRO

This card set for the **17 GOALS** was created in 2023 through a year-long collaboration between the teachers and students of the Nürtingen-Grundschule 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



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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

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Nr. 2 Zero Hunger

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Nr. 3 Good Health and Well-Being

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Nr. 4 Quality Education

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Nr. 5 Gender Equality

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Nr. 6 Clean Water and Sanitation

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Nr. 7 Affordable and Clean Energy

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Nr. 8 Decent Work and Economic Growth

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Nr. 9 Industry, Innovation and Infrastructure

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Nr. 10 Reduced Inequalities

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Nr. 11 Sustainable Cities and Communities

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Nr. 12 Responsible Consumption and Production

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Nr. 13 Climate Action

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Nr. 14 Life Below Water

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Nr. 15 Life on Land

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Nr. 16 Peace, Justice, and Strong Institutions

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Nr. 17 Partnerships for the Goals





# No Poverty



GOAL 1



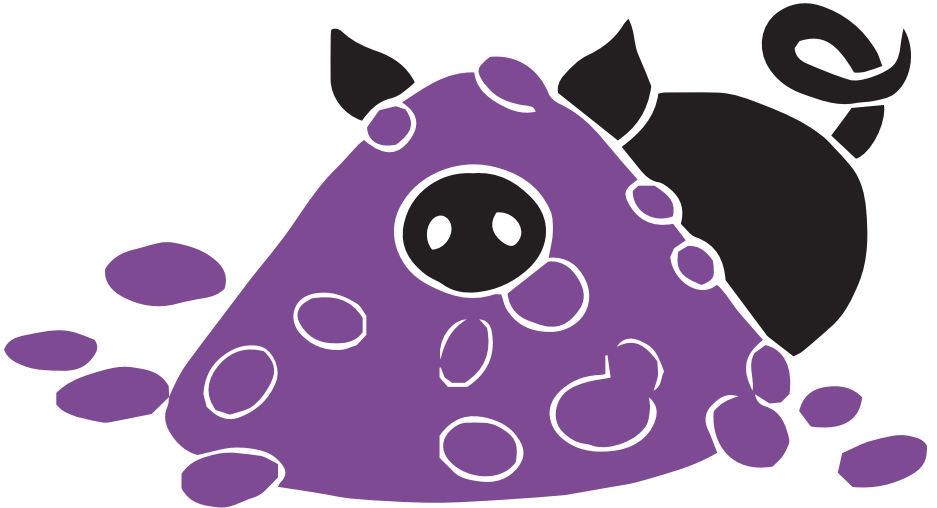
# No Poverty

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





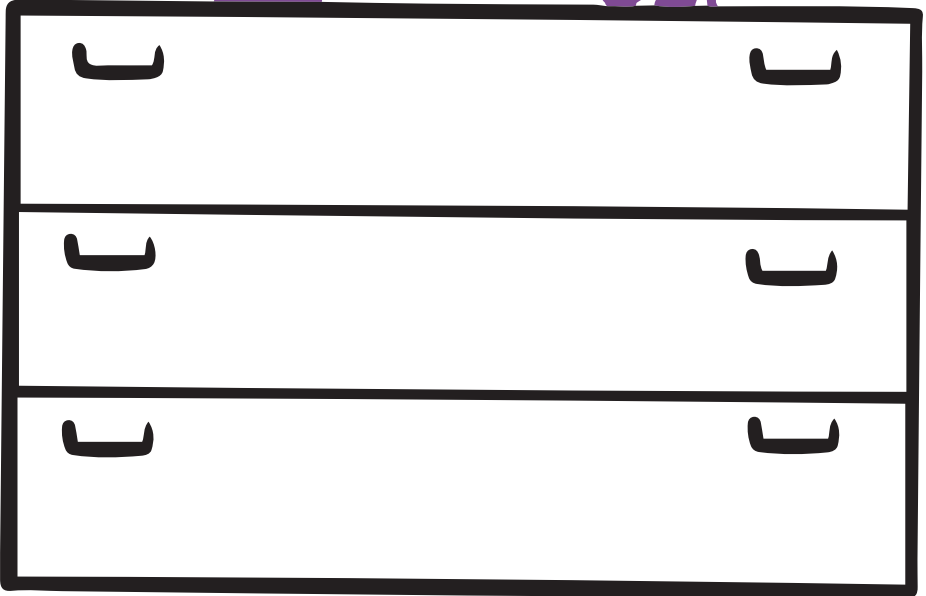
# Zero Hunger

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?





# 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?



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# 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

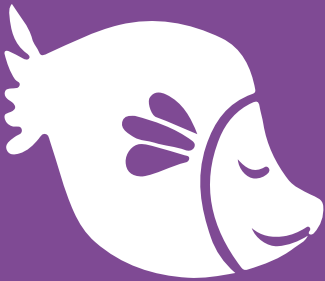
Global temperatures and the CO<sub>2</sub> content in the atmosphere are rising and causing the ice at the poles and glaciers to melt. Climate change results in more frequent landslides, floods, storms, heat waves and drought. Houses and crops are destroyed. People lose their homes and livelihoods, and 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?





# Peace, Justice, and Strong Institutions





# 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?





# 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.



# 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.

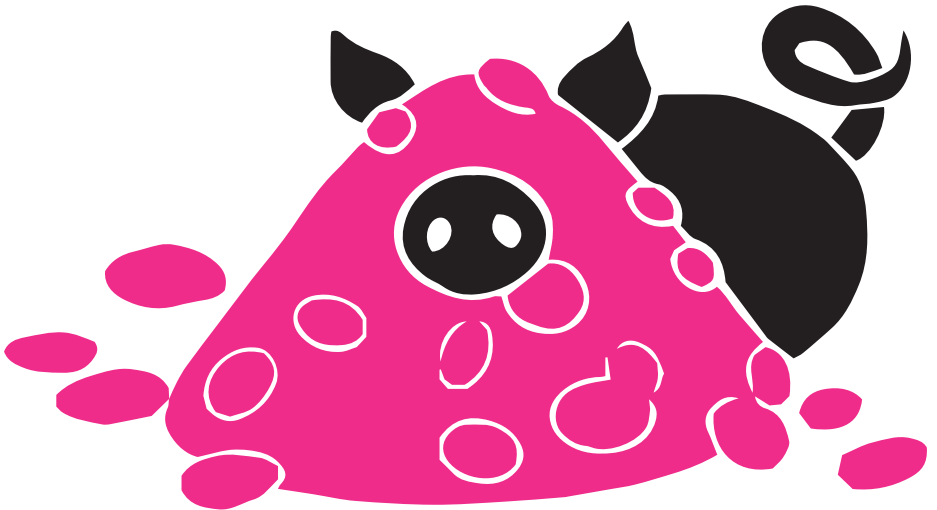
## EXTENSION

- 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

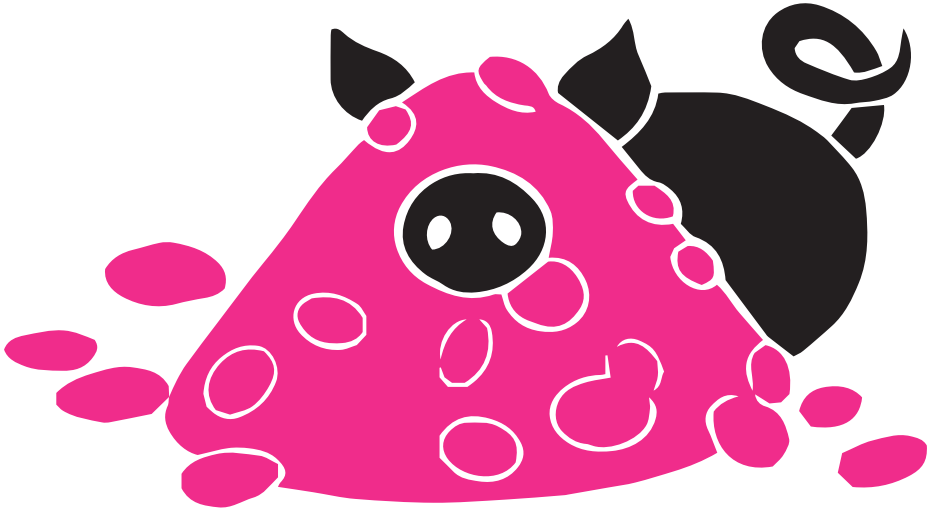
# Sea Voyage

- 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

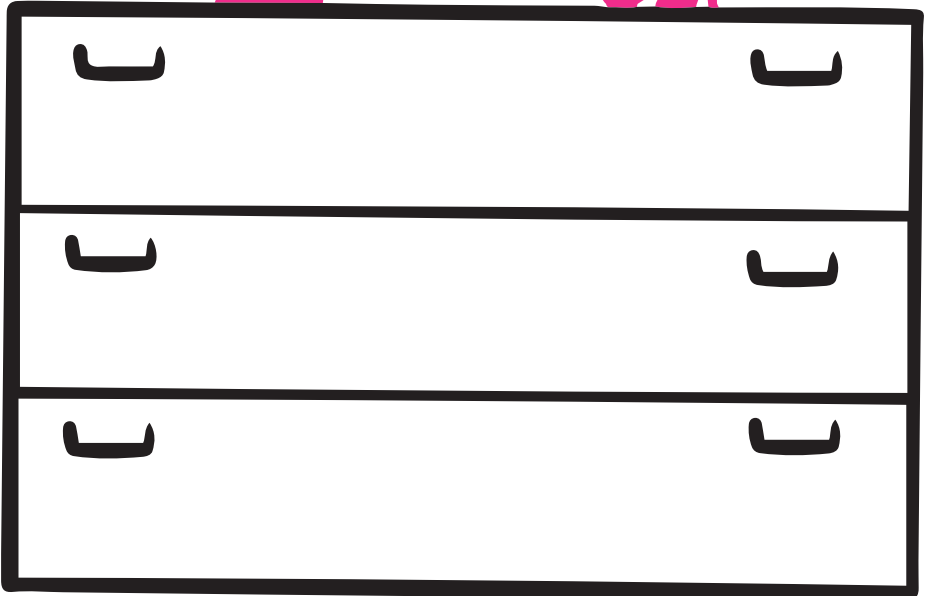
# Quiz Show

- 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?





# 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

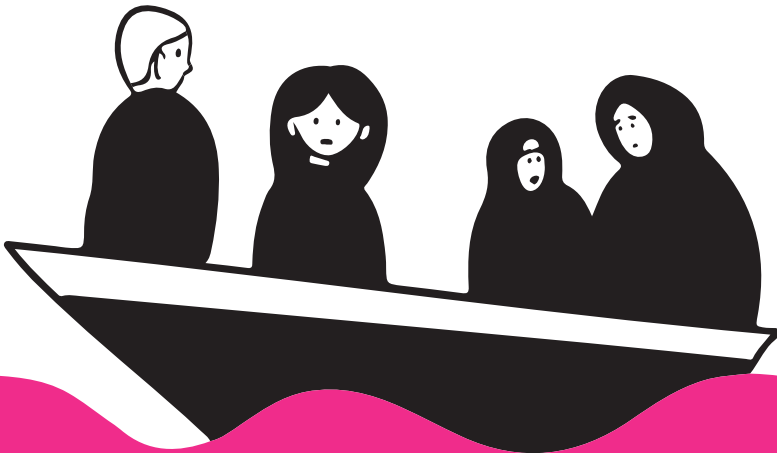
- 1 Investigate which women's rights correspond to the identified themes.
- 2 Use masking tape to tape a timeline on the floor.
- 3 Arrange the women's rights in chronological order.
- 4 Discuss what future steps for gender equality should be on the timeline. What urgently needs to change?







# Who Owns the Water?



GOAL 6 – CLEAN WATER AND SANITATION

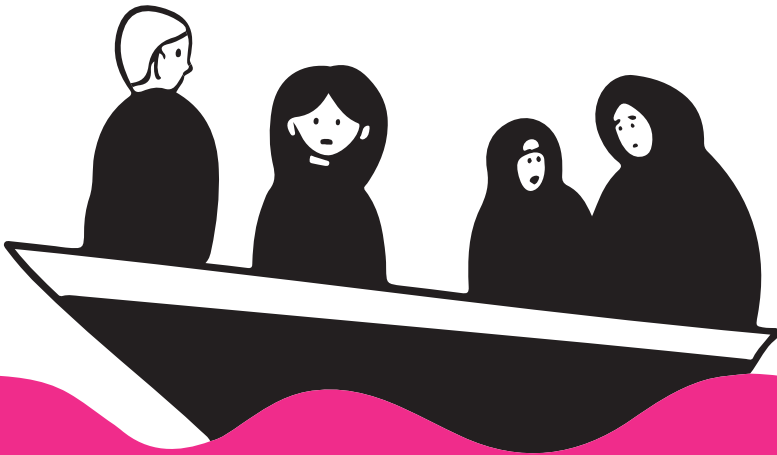
# Water Visions

- 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

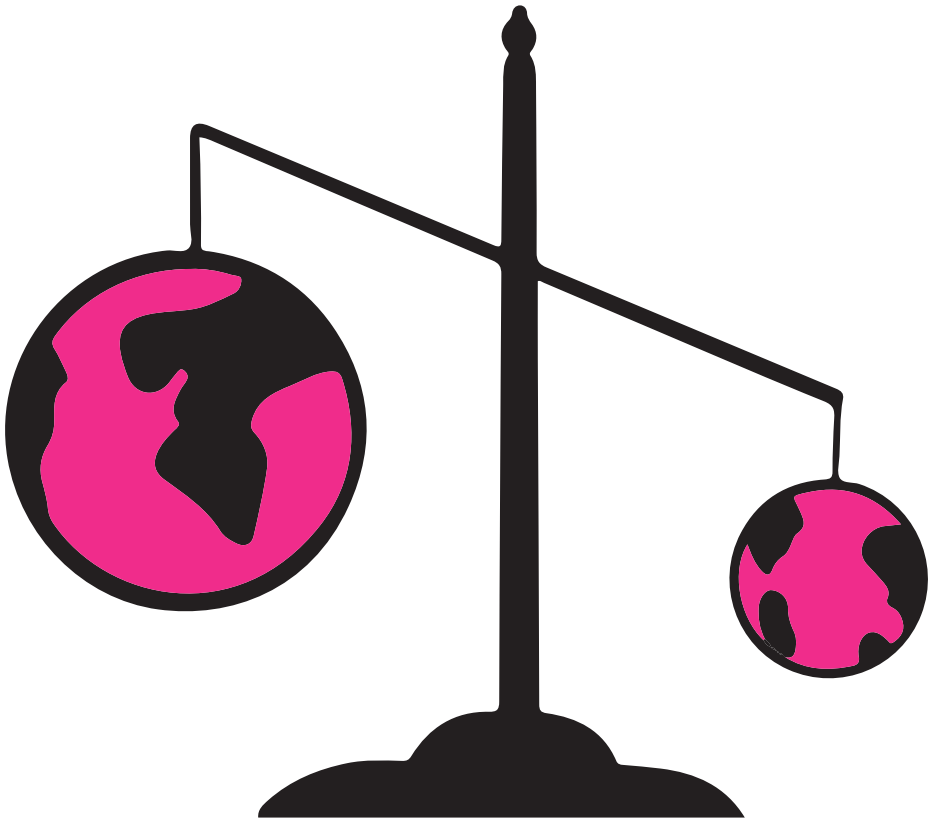
# We're All in the Same Boat

- 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 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).

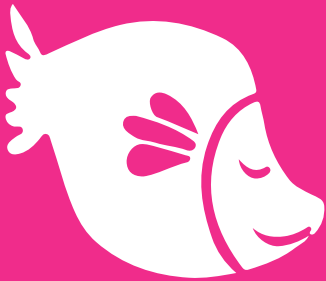
## EXTENSION

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 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.

