

Sustainable Development Goals for Pupils

#12 RESPONSIBLE CONSUMPTION & PRODUCTION



Imprint

Published by:

Ecole Primaire Publique Piton La Ravine Blanche (France), Eco - Logic (Macedonia), OOU Malina Popivanova (Macedonia), Centro per lo Sviluppo Creativo Danilo Dolci (Italy), European Multicultural Association (Bulgaria), Yenimahalle Istiklal Ilkokulu (Turkey).

Design and layout: Eco Logic

This publication (in English, French, Italian, Bulgarian, Turkish and Macedonian) and other materials produced in the project can be downloaded free of charge at: sdg4pupils.eu

All materials are subject to the Creative Commons license CC-BY-NC-SA.

They may be used, reproduced, distributed or modified under the following conditions: The author must be named. A possible further distribution or further development may not be commercial and must also be done under a similar license. Explicitly allowed is the use of the materials in seminars, workshops and in class, even if the instructing person is paid for the activity. More info here:

www.creativecommons.org



This curriculum is part of the Erasmus+ project Sustainable Development Goals for Pupils

Co-funded by the Erasmus+ Programme of the European Union:



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Sustainable Development Goals for Pupils



Activity #1	Title of the activity
Sustainable Development Goal 12	Sustainable Consumption Challenge
Objectives of the activity	
<p>- To raise awareness about responsible consumption and production while promoting critical thinking about individual consumption habits and the impact on the environment. Students will gain a deeper understanding of the importance of responsible consumption and production.</p> <p>- They will reflect on their own habits, explore sustainable alternatives, and develop action plans to promote responsible consumption within their spheres of influence.</p>	
Details for the activity	
<ul style="list-style-type: none"> - Material – Paper or electronic devices for note-taking; Large sheets of paper or a whiteboard; - Markers or colored pens; Optional: Sustainable product samples or images - Duration – 100 minutes - Group number – 15 - 20 students aged 10-14 (divided into few groups) 	
Instructions and tips for teachers	
<p>Introduction (10 minutes):</p> <p>Begin by introducing SDG 12: Responsible Consumption and Production. Explain why it is important to achieve sustainable practices in consumption and production. Discuss the concept of responsible consumption and its impact on the environment, resources, and society.</p> <p>(Information for the introduction part can be found in the Theoretical Part of the lesson plan. If the teacher wishes the information can be done in a form of a PowerPoint presentation)</p> <p>Main Part (85 minutes)</p> <p>Consumption Reflection (20 minutes):</p> <p>Instruct each student to reflect on their personal consumption habits. Ask them to take notes on the following points:</p> <ul style="list-style-type: none"> <i>What products do they consume the most? (e.g., food, clothing, electronics)</i> <i>Are there any disposable or single-use items they frequently use?</i> <i>How do their consumption choices affect the environment, resources, and waste generation?</i> <i>Are there any sustainable alternatives they are aware of but don't currently use?</i> <p>Small Group Discussion (15 minutes):</p> <p>Divide the class into small groups and encourage students to share their reflections and insights. Facilitate a discussion by asking questions such as:</p> <ul style="list-style-type: none"> <i>What are some challenges in practicing responsible consumption?</i> <i>Are there any benefits or positive changes that come with responsible consumption?</i> <i>How can individual consumption choices contribute to achieving SDG 12?</i> 	

Sustainable Product Showcase (15 minutes):

If possible, provide sustainable product samples or show images of sustainable alternatives to common consumer goods.

Discuss the characteristics and benefits of these sustainable products.

Encourage students to think about how they could incorporate such products into their own lives and discuss their findings with the class.

Sustainable Action Plan (20 minutes):

Provide large sheets of paper or use a whiteboard.

Instruct each student or small group to create an action plan for promoting responsible consumption.

Ask them to outline specific steps they can take to reduce waste, choose sustainable alternatives, or educate others about responsible consumption.

Encourage creativity and include visuals, slogans, or infographics to make the action plan visually engaging.

Action Plan Presentation (15 minutes):

Give each student or small group the opportunity to present their action plan to the class.

Allow time for questions, feedback, and suggestions from their peers.

Encourage collaboration and discussion among students to enhance their action plans

Conclusion (5 minutes):

Summarize the main points discussed during the activity.

Reinforce the importance of responsible consumption and production for achieving sustainable development.

Invite students to reflect on their own consumption habits and commit to making positive changes.

Homework Project Assignment Examples:

These project assignments will encourage students to explore the concept of responsible consumption and production, think critically about their own consumption habits, and come up with creative solutions to promote sustainability in their communities.

1. Conduct an eco-footprint analysis of your household or school. Calculate the environmental impact of daily activities such as energy usage, waste generation, and water consumption.
2. Suggest ways to reduce the eco-footprint and promote responsible consumption.
3. Research and design a sustainable product that reduces environmental impacts. Create a prototype, along with a marketing plan highlighting its eco-friendly features.
4. Design a brochure promoting eco-friendly tourism in your local area or a sustainable travel destination. Highlight activities and accommodations that support responsible consumption and production.
5. Develop a zero-waste lifestyle guidebook that provides practical tips and resources for individuals and families to adopt zero-waste practices in their daily lives.
6. Prepare a presentation or infographic that explains the concept of the circular economy and its significance in achieving SDG 12. Include examples of companies implementing circular economy practices.

7. Research and compare the environmental impact of two products in the same category (e.g., electronic devices, cleaning products). Present the findings and recommend the more sustainable choice.
8. Organize a sustainable fashion show or create a digital lookbook featuring eco-friendly clothing and accessories made from recycled materials or sustainable fabrics.
9. Conduct a food waste audit in your school cafeteria or home kitchen. Identify areas where food waste can be minimized, and propose strategies to reduce food waste.
10. Analyze the packaging of common household products and propose alternatives that are more sustainable, reusable, or biodegradable.
11. Create art pieces or functional items using upcycled materials. Showcase how upcycling can give new life to discarded objects and contribute to responsible production.

Instructions for students

- Pay attention to the teacher's instructions.
- Collaborate with other students in their group.
- Have active participation during the lesson and answer the teacher's questions.
- Share their previous and new knowledge, raise additional questions, and engage in a dialogue about Responsible Consumption and Production

Resources and further reading:

[https://www.who.int/europe/about-us/our-work/sustainable-development-goals#:~:text=The%20Sustainable%20Development%20Goals%20\(SDGs,no%20one%20is%20left%20behind.](https://www.who.int/europe/about-us/our-work/sustainable-development-goals#:~:text=The%20Sustainable%20Development%20Goals%20(SDGs,no%20one%20is%20left%20behind.)

<https://sdgs.un.org/goals/goal12>

Activity #2	Title of the activity
Sustainable Development Goal 12	Sustainable Choices Game
Objectives of the activity	
<p>To engage students in a gamified learning experience that promotes understanding of responsible consumption and production, encourages critical thinking about sustainable choices, and highlights the importance of SDG 12. This activity encourages active participation, critical thinking, and collaboration. It helps students develop a better understanding of responsible consumption and production while emphasizing the importance of working towards SDG 12.</p>	
Details for the activity	
<ul style="list-style-type: none"> - Material – Game board (can be drawn on a large sheet of paper or created digitally); Game tokens or markers (one for each player/team); Question cards (prepared in advance, with questions related to responsible consumption and production); Stopwatch or timer; Scoreboard or a large sheet of paper to track points - Duration –60 minutes - Group number – 15 - 20 students aged 10-14 (divided into few groups) 	
Instructions and tips for teachers	
<p>Game Setup:</p> <p>Create a game board representing a path towards responsible consumption and production. It can be divided into sections or spaces, each representing different aspects of sustainable choices. Place question cards face-down in a stack near the game board.</p> <p>Assign each player or team a game token or marker.</p> <p>Game Rules:</p> <p>The objective of the game is to progress through the path by correctly answering questions related to responsible consumption and production.</p> <p>Players take turns rolling dice or using a spinner to determine their movement on the game board. The player/team with the highest number starts.</p> <p>Each player/team starts at the beginning of the path and moves forward based on the number rolled.</p> <p>When a player/team lands on a new space, they draw a question card and read it aloud.</p> <p>Question Challenges:</p> <p>Each question card should contain a question or scenario related to responsible consumption and production.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. <i>Question: What are the three pillars of responsible consumption and production?</i> 2. <i>Scenario: You are shopping for clothes. How can you make a more responsible choice in terms of sustainable fashion?</i> 3. <i>Question: What are some examples of single-use products that contribute to waste and pollution?</i> 4. <i>Scenario: You are planning a school event. How can you incorporate principles of responsible consumption and production to minimize waste and environmental impact?</i> 5. <i>Question: What is the concept of "reduce, reuse, recycle"? How does it contribute to responsible consumption and production?</i> 6. <i>Scenario: You are organizing a fundraising event. How can you ensure that the materials used are sustainably sourced and produced?</i> 	

7. Question: How does responsible consumption and production contribute to addressing climate change and environmental degradation?
8. Scenario: You are a business owner. What steps can you take to promote sustainable and ethical practices in your production processes?
9. Question: What are some strategies for reducing food waste and promoting sustainable food consumption?
10. Scenario: You are designing a packaging solution for a product. How can you make it more eco-friendly and reduce its environmental footprint?
11. Question: What role does consumer awareness and education play in promoting responsible consumption and production?
12. Scenario: You are planning a school field trip. How can you ensure that the transportation arrangements prioritize energy efficiency and minimize carbon emissions?
13. Question: How can businesses and industries incorporate the concept of the circular economy to promote responsible consumption and production?
14. Scenario: You are a consumer. How can you make informed choices to support brands and products that align with responsible consumption and production principles?
15. Question: What are some challenges and barriers to achieving responsible consumption and production on a global scale?

(These questions and scenarios can be adapted to fit the specific context and age group of the students. Educators can also create additional questions and scenarios based on the topics and issues they wish to highlight during the activity.)

The player/team must answer the question within a set time limit (e.g., 30 seconds or 1 minute). If the answer is correct, the player/team earns a point. If incorrect, they do not earn a point, and the turn passes to the next player/team.

Sustainable Choices Challenges:

Include special spaces on the game board where players/teams encounter challenges related to sustainable choices.

These challenges can involve making decisions about responsible consumption and production, such as choosing eco-friendly products or designing sustainable packaging.

Progression and Winning:

Players/teams continue taking turns, moving along the path, and answering questions.

Keep track of the points earned by each player/team on a scoreboard or a large sheet of paper.

The game concludes when all players/teams reach the end of the path.

The player/team with the highest number of points at the end wins the game.

Post-Game Discussion:

After the game, facilitate a discussion about responsible consumption and production, the challenges faced, and the importance of SDG 12.

Encourage students to reflect on the questions and challenges encountered during the game and explore actions they can take to promote sustainable choices in their own lives and communities.

Discuss the impact of individual actions and collective efforts in achieving SDG 12.

On the following link you can find an example of this activity in English language designed as a board game using the free app Canva.

https://www.canva.com/design/DAF67rLyXGk/XpLtiNBsKog6OsoR5KfVbg/edit?utm_content=DAF67rLyXGk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Instructions for students

- Pay attention to the instructions of the game.
- Collaborate with other students in their group.
- Have active participation in the game.
- Reflect on the questions and challenges encountered during the game.
- Engage in a discussion about responsible consumption and production, the challenges faced, and the importance of SDG 12, as well as the impact of individual actions and collective efforts in achieving SDG 12.

Resources and further reading:

https://ec.europa.eu/eurostat/statistics-explained/index.php?title=SDG_12_-_Responsible_consumption_and_production#:~:text=SDG%2012%20calls%20for%20a,efficiency%20and%20reduced%20global%20waste.

<https://www.globalgoals.org/goals/12-responsible-consumption-and-production/>

<https://www.unep.org/explore-topics/sustainable-development-goals/why-do-sustainable-development-goals-matter/goal-12>

Activity #3	Title of the activity
Sustainable Development Goal 12	SDG 12 Quiz - Responsible Consumption and Production
Objectives of the activity	
<p>The objective of this quiz is to educate students about SDG 12 and promote responsible consumption and production practices. The quiz will engage students in learning about SDG 12 and encouraging responsible consumption and production practices. You can customize the questions and adapt the game format to suit the age and interests of your students.</p>	
Details for the activity	
<ul style="list-style-type: none"> - Material – question cards, buzzers - Duration – depends on the time assigned for each question - Group number – 15 - 20 students aged 10-14 (divided into few groups or have them work individually) 	
Instructions and tips for teachers	
<ul style="list-style-type: none"> - Divide the students into teams or have them work individually, depending on your classroom setup and preferences. - Prepare a list of multiple-choice questions and true/false statements related to SDG 12 and responsible consumption and production. You can use the following sample questions or create your own: - <i>Sample Questions:</i> <p><i>Question 1: What is the main goal of SDG 12?</i></p> <ul style="list-style-type: none"> a) Clean water and sanitation b) Affordable and clean energy c) Responsible consumption and production d) Quality education for all <p><i>Question 2: True or False: SDG 12 focuses solely on reducing waste.</i></p> <p><i>Question 3: Which of the following is an example of responsible consumption?</i></p> <ul style="list-style-type: none"> a) Buying single-use plastic bottles regularly b) Repairing a broken appliance instead of replacing it c) Throwing away food that's close to its expiration date d) Using disposable utensils for every meal <p><i>Question 4: What does the term "circular economy" refer to?</i></p> <ul style="list-style-type: none"> a) An economy that relies on fossil fuels b) An economic system that prioritizes recycling and reuse of products c) An economy that encourages excessive consumption d) An economy that promotes planned obsolescence <p><i>Question 5: True or False: Responsible consumption and production only apply to individuals, not businesses.</i></p>	

Question 6: What is the concept of "planned obsolescence"?

- a) Designing products to last as long as possible
- b) Creating products with intentional flaws to ensure they need frequent replacement
- c) Using recycled materials in product manufacturing
- d) Promoting sustainable consumption habits

Question 7: Which of the following is a key principle of sustainable fashion?

- a) Mass-producing clothing at low cost
- b) Promoting fast fashion trends with frequent wardrobe changes
- c) Using eco-friendly materials and production processes
- d) Disposing of old clothing in landfills

Question 8: What is the term for the practice of reducing, reusing, and recycling to minimize waste and resource consumption?

- a) Circular economy
- b) Disposable economy
- c) Linear economy
- d) Exponential economy

Question 9: True or False: Responsible consumption and production is solely about reducing consumption levels.

Question 10: What is the role of the "3 R's" in responsible consumption and production?

- a) Reversing environmental damage
- b) Reducing waste, reusing products, and recycling materials
- c) Reinventing consumption patterns
- d) Redistributing resources equally

Here are the correct answers:

Question 1: c) Responsible consumption and production

Question 2: False (SDG 12 encompasses more than just waste reduction)

Question 3: b) Repairing a broken appliance instead of replacing it

Question 4: b) An economic system that prioritizes recycling and reuse of products

Question 5: False (Responsible consumption and production apply to both individuals and businesses)

Question 6: b) Creating products with intentional flaws to ensure they need frequent replacement

Question 7: c) Using eco-friendly materials and production processes

Question 8: a) Circular economy

Question 9: False

Question 10: b) Reducing waste, reusing products, and recycling materials.

Assign a point value to each question. You can have easier questions be worth fewer points and more challenging ones worth more points.

Inform students if there are more than one correct answers.

Present the questions to the students one at a time. Give them a specified amount of time (e.g., 30 seconds to 1 minute) to discuss and select their answers. Educators can use these questions to create quiz on SDG 12 and responsible consumption and production, and/or adapt them as needed for their classroom activity.

After the time is up, have each team or student provide their answers.

Discuss the correct answers and provide explanations for each question.

Keep track of each team's or student's scores and announce the winners at the end of the quiz.

The sample questions can be used as an interactive quiz game activity in a classroom or can be used in an online quiz activity on a platform chosen by the educator.

Instructions for students

- Pay attention to the instructions of the quiz.
- Collaborate with other students in their group (if the quiz is done in teams).
- Have active participation in the quiz.
- Reflect on the questions and challenges encountered during the quiz.

Resources and further reading:

<https://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

<https://sdgs.un.org/goals/goal12>

<https://www.globalgoals.org/goals/12-responsible-consumption-and-production/>

