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EuroCivic Lab

**Strengthening European Identity
and Citizenship through
SDGs, Social Activism and
Living Labs Methodology in
School Education**

WP4

Complementary Resources – Module 4

The EuroCivic Lab project: Strengthening European Identity and Citizenship through SDGs, Social Activism and Living Lab methodology in School Education

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Title	„The Secret Life of Our Lunchboxes“
Type	Class activities and waste audit
Short description (max 200 words)	This activity invites students to become "Sustainability Detectives" who investigate the environmental impact of everyday snacks and lunches. Students analyze the journey of a single product (e.g., a plastic-wrapped apple or juice carton) from production to disposal. The class conducts a lunch area waste audit, sorting waste into compost, recyclables, and "forever trash" (landfill). By visualizing the amount of plastic accumulated over a week, students link their habits to UN Sustainable Development Goal 12 (Responsible Consumption and Production) and Goal 14 (Life Below Water). The project concludes with a "Zero Waste Lunch Challenge" for the entire school, promoting the circular economy in a way children can understand.
Learning objectives (2-3)	• Understand the waste hierarchy: distinguish between reduction, reuse, and recycling, and assess which method is most effective. • Systemic thinking: trace the product's life cycle and understand how local waste affects the world's oceans and marine life. • Civic responsibility: develop and present a practical plan to reduce plastic consumption at school.
Format/Source link (if external)	Interactive resource: The World's Largest Lesson – Goal 12
Recommended use	• Module 4 – Our Planet, Our Responsibility. • Action: create a "Trash Gallery" where students mark how many years it takes for different types of waste to decompose (e.g., a plastic bottle – 450 years). • Discussion: why are some healthy products packaged in plastic? Look for "naked" (unpackaged) alternatives.

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Title	"SDG Superheroes" – Solutions for 17 Global Goals
Type	Class-based educational activity and action project
Short description (max 200 words)	This activity introduces students to the 17 Sustainable Development Goals (SDGs) created by the United Nations. Students become "SDG superheroes" and explore how these global goals help solve major global challenges such as poverty, hunger, pollution, inequality, and climate change. The teacher presents 17 colorful SDG icons and explains that each goal is like a mission to create a better world by 2030. Working in small groups, students choose one goal and explore: • What problem is being solved? • Why is it important? • What can children do to contribute? The teams prepare a poster or short presentation on the goal they have chosen. A "SDG wall" is created in the classroom to show that all 17 goals are related and work together. The project concludes with the creation of a class action plan linked to one of the goals, highlighting that even young citizens can contribute to making the world a better place.
Learning objectives (2-3)	• Global awareness: Recognize the 17 SDGs and understand their purpose. • Connected thinking: Understand that global issues are connected. • Active citizenship: Identify simple actions that children can take to contribute to one SDG goal.
Format/Source link (if external)	Interactive resource: The World's Largest Lesson – SDG for schools

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Recommended use

- Module 4 – Our planet, our responsibility.
- Activity: Create a "SDG wall" in the classroom, displaying all 17 goals and the students' ideas.
- Discussion: Which SDG is most important to children? Are some of the goals interrelated? How can Europe contribute to their implementation?

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Title	YouTube video (animated story)
Type	Youtube Video (Explainer)
Short description (max 200 words)	This animated audiobook tells the story of Agve the whale and a young turtle who encounter a "plastic monster" (pollution) in their ocean home. The story focuses on Sustainable Development Goal 14 – Life Below Water and Goal 12 – Responsible Consumption and Production, initiated by the United Nations.
Learning objectives (2-3)	• Describe the direct link between the waste we produce (especially plastic) and the health of ocean ecosystems. • Identify which items can be recycled or replaced with more sustainable alternatives.
Format/Source link (if external)	http://www.youtube.com/watch?v=i1_37YGzXrC
Recommended use	• Integrate into science or geography lessons about oceans. • Classroom activity: conduct a "plastic audit" of students' lunch boxes and determine what can be replaced with reusable containers.

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Title	“Safe across Europe“
Type	YouTube Video (Public Service Announcement)
Short description (max 200 words)	“All Aboard For Global Goals!“ is a collaboration between the United Nations and the popular children's series Thomas & Friends. The video conveys the Sustainable Development Goals (SDGs) in simple terms that children can understand, such as being a "useful engine" (a good citizen) and helping friends. By using familiar characters, the goals of sustainability and equality become more personal and easier to understand. The focus is on kindness, sharing resources, and caring for the environment in everyday life.
Learning objectives (2-3)	• Connect the values of teamwork and kindness with the achievement of global goals. • Recognize how small everyday actions at school and at home contribute to broader global goals.
Format/Source link (if external)	Videoclip: YouTube Link: http://www.youtube.com/watch?v=WE8Er1KRtJU
Recommended use	• Most suitable for younger students (ages 5–8). • Recommended as an introductory activity when creating a class "Goals' Board" where students record acts of kindness, helping others, or recycling.

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Title	Planet “To –Do list”
Type	YouTube Video (Action/Story)
Short description (max 200 words)	In this video, Malala Yousafzai presents the Sustainable Development Goals to children around the world. The 17 goals are presented as a shared "to-do list" for the planet, highlighting three main themes: ending poverty, fighting inequality and stopping climate change. The animation simplifies complex global issues and helps children imagine the world as a shared home that needs everyone's help to protect and restore it.
Learning objectives (2-3)	• Recognize the 17 Global Goals as a shared "to-do list" for the future of the planet. • Understand that individual actions, even those of children, contribute to solving global challenges.
Format/Source link (if external)	http://www.youtube.com/watch?v=p2hyORs83EE
Recommended use	• Introductory “hook” activity for a lesson on Sustainable Development Goals (SDGs). • Follow-up activity: ask students to choose three goals from the "to-do list" and draw what a successfully achieved ("completed") goal would look like.

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Title	“Global Goals – Postcards”
Type	“Class Exchange and Art”
Short description (max 200 words)	During this project, students connect with another school (in another city or country) to share their dreams about the planet. After learning about the 17 Sustainable Development Goals (SDGs), each student chooses one goal that matters most to them—for example, Goal 14 (Clean Oceans) or Goal 2 (Zero Hunger). The students make a handmade "Promise Postcard." On the front, they draw a world where that goal has already been achieved. On the back, they write down one simple "Promise Action" that they intend to take (e.g., "I promise to use a reusable water bottle"). Then the cards are then sent to the partner school. When the cards from the partner school arrive, the students create a "Global Wall of Promises" in their corridor, seeing that children around the world are working together on the same important mission.
Learning objectives (2-3)	• Communicating ideas: Use art and simple writing to explain your chosen global goal to a contemporary. • Building connections: Understand that students in other places have the same hopes and challenges for the future. - goal. • Personal obligation: identify one small, daily action that contributes to a larger goal. Communicating ideas: Use art and simple writing to explain your chosen global goal to a contemporary.
Format/Source link (if external)	Cross-curricular project (Art + Citizenship/Global Education). Based on the United Nations Sustainable Development Goals framework: https://sdgs.un.org/goals
Recommended use	-Works well during lessons on sustainability, learning SDGs goals. -can be adapted for digital collaboration (e.g., scanned postcards, virtual exhibitions).

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- Best implemented after an introductory lesson on the 17 SDGs to ensure students understanding the goals before creating their postcards.

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Title	“The "Snack without packaging" challenge
Type	"Community Science and Action"
Short description (max 200 words)	This project focuses on Sustainable Development Goal (SDG) 12 – Responsible Consumption and Production, turning the classroom into a laboratory. One week, students work in "Research teams," counting how many plastic packages are in their lunch boxes. They create a large, colorful column diagram on the classroom wall, observing the "Plastic mountain." In the second week, collaboration begins: students, together with their families and the school canteen, look for "Snacks Without Packaging" – food without plastic, such as bananas, oranges, or grain crackers in reusable containers. The goal is to work together to reduce the "Plastic Mountain" diagram as much as possible by Friday. The project ends with a "Packaging-Free Snack Picnic," celebrating how much waste the community has saved by working as a team.
Learning objectives (2-3)	• Data collection: practice simple calculations and graphs to visualize the impact of our habits. • Teamwork: collaborate with parents and canteen staff to change snacking habits. • Problem solving: find creative ways to enjoy food without creating "eternal waste."
Format/Source link (if external)	“Source: Guide – Schools Without Plastic”
Recommended use	• Best used during “Green Week” or Environment Month. • Reward the class with a seed planting activity if they manage to reduce plastic waste by more than half.

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