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EuroCivic Lab

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

WP4

Critical Thinking Exercises – 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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Multiple-Choice Quiz on the 17 Sustainable Development Goals (SDGs). For each question, choose the correct answer.

Learning objective: Assess successful understanding of the 17 Sustainable Development Goals (SDGs); recognize everyday experiences of the SDGs; analyze responses identified; analyze answers according to their impact on personal experiences.

Instruction

- Read each question carefully. All questions deal with one of the 17 Sustainable Development Goals (SDGs).
- Refer to four answer options (A, B, C, D). The response to the question which is most appropriate.
- Choose the right answer. Circle the right letter A, B, C, or D on a page that you correctly believe to be true.
- Do so alone or in pairs.
- When you're done with the quiz, talk about your answers with a classmate. After the quiz, the teacher will provide a review of the answers and also explain what the Sustainable Development Goals are, as discussed through the questions.
- Reflect and discuss. Think about how these goals are connected to your own life. Share one of the contributions that you could make to supporting the Sustainable Development Goal, either in school or at home.
- Optional extension activity. Choose one of the Sustainable Development Goals from the quiz, and produce a drawing or write one sentence on why it's useful.

1. So what is the first Sustainable Development Goal (SDG) that must be reached?
 - A. No poverty
 - B. Clean water

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- C. Quality education
 - D. Life below water
2. Which goal does it require in getting everyone access to a good education?
- A. Goal 3: Good Health and Well-Being
 - B. Goal 4: Quality Education
 - C. Goal 5: Gender Equality
 - D. Goal 6: Clean Water and Sanitation
3. Key aim of Goal 13?
- A. To promote peace
 - B. To take action against climate change
 - C. To ensure good health
 - D. To end hunger
4. What Sustainable Development Goal did this contribute to?
- A. Goal 8: Decent Work and Economic Growth
 - B. Goal 5: Gender Equality
 - C. Goal 12: Responsible Consumption and Production
 - D. Goal 10: Reduced Inequalities
5. Goal 6: What is a crucial resource?
- A. Education
 - B. Water
 - C. Food
 - D. Energy
6. What is the aim of Goal 15?
- A. To protect life on land
 - B. To encourage responsible consumption

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- C. To ensure good health
 - D. To increase economic growth
7. Which of the subsequent objectives are the targets that drive responsible consumption and production behaviour?
- A. Goal 11: Sustainable Cities and Communities
 - B. Goal 12: Responsible Consumption and Production
 - C. Goal 9: Industry, Innovation and Infrastructure
 - D. Goal 3: Good Health and Well-Being
8. What does Goal 16 promote?
- A. Climate action
 - B. Peace, justice and strong institutions
 - C. Quality education
 - D. No poverty
9. Which particular SDG is targeting to eliminate hunger and ensure food security for all?
- A. Goal 2: Zero Hunger
 - B. Goal 8: Decent Work and Economic Growth
 - C. Goal 1: No Poverty
 - D. Goal 4: Quality Education
10. What is the goal of Goal 17?
- A. To ensure clean water
 - B. To build partnerships for the goals
 - C. To promote gender equality
 - D. To protect life underwater

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Answer Key

1. A
2. B
3. B
4. B
5. B
6. A
7. B
8. B
9. A
10. B

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TRUE / FALSE QUIZ: 17 Sustainable Development Goals (Mark – True or False)

Learning objectives:

- Understand key themes of the 17 Sustainable Development Goals (SDGs).
- Learn about basic global challenges like poverty, hunger, climate change, equality, and environmental protection.
- Distinguish between correct and incorrect claims about sustainable development.
- Increase one's problem solving ability by asking whether a claim is true or false.

Instructions

- Take a look at each of the statements. Each sentence articulates one of the 17 Sustainable Development Goals (SDGs).
- Decide whether the statement is correct or incorrect. Think about what the goal really means for this statement.
- Write True (T) if the statement is correct or False (F) if it is incorrect.
- Do all 17 statements. If your teacher has you work in pairs, work individually or discuss your thoughts with a partner.
- Verify your responses along the way. When the class is finished, the teacher will look over the correct answers and explain each goal.
- Class discussion. Consider the relevance of these global goals to daily life. Share one thing you can do at school or at home to protect the planet or help others.

1. "No Poverty" goal should mean helping people to access enough food, clothes, and a place to be safe.
2. "Zero Hunger" translates to nobody in the world should feel hungry.
3. "Good Health and Well-being" is basically only going to the doctor when you are sick.
4. "Quality Education" is the notion that all children should be able to go to school.
5. "Gender Equality" means boys and girls should share same rights and opportunities.
6. "Clean Water and Sanitation" means water has to be safe to drink and use.
7. "Affordable and Clean Energy" promotes using more dirty coal energy.

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8. “Decent Work and Economic Growth” means everybody should have safe and fair work.
9. “Industry, Innovation and Infrastructure” promotes the construction of safe roads, schools and hospitals.
10. “Reduced Inequalities” means that we should treat everybody fairly.
11. “Sustainable Cities and Communities” means cities must be clean, safe, and green.
12. “Responsible Consumption and Production” means we should waste as much as we can.
13. “Climate Action” means saving the planet from climate change.
14. “Life Below Water” helps safeguard the oceans and sea animals.
15. “Life on Land” keeps forests, animals and plants safe.
16. “Peace, Justice and Strong Institutions” means countries should solve problems without violence.
17. “Partnerships for the Goals” means that countries should partner together in accomplishing goals.

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Answer key

1. True
2. True
3. False
4. True
5. True
6. True
7. False
8. True
9. True
10. True
11. True
12. False
13. True
14. True
15. True
16. True
17. True

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Matching Pairs – Sustainable Development Goals and Citizens' Actions

Learning Objective:

Evaluate knowledge of how the Sustainable Development Goals link directly to the course of action that a citizen can follow to advance a more sustainable and equitable world.

Instructions

1. Read each Sustainable Development Goal (A) carefully.
2. Look at the list of citizens' actions (B).
3. Match each goal with the particular action that best achieves it.
4. Write the same pair (e.g.: A1 → B3).

Sustainable Development Goals

- A1. No Poverty
- A2. Quality Education
- A3. Climate Action
- A4. Life Below Water
- A5. Responsible Consumption and Production

Citizens' Actions

- B1. Use less waste, recycle things, and choose products that are good for the Earth.
- B2. Help families who need support by donating food, clothes, or other helpful things.
- B3. Protect the oceans by using less plastic and helping clean beaches or rivers.
- B4. Support schools and learning so that every child can go to school and have books and materials.

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B5. Save energy, use buses or bikes instead of cars when possible, and support actions that help protect the climate.

Answer Key

A1 → B2

A2 → B4

A3 → B5

A4 → B3

A5 → B1

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Scenario reflection – Supporting the Sustainable Development Goals (SDGs)

Learning Objectives

Students will learn how people can **help their community and the Earth** by supporting the **Sustainable Development Goals (SDGs)**. Students will think about how their **actions can help people in need, protect nature, and make life better for everyone**.

Instructions

1. **Read the story carefully.**
2. Think about the problems in the story and how people can help solve them.
3. **Answer the questions in your own words.**
4. Write **2–3 sentences for each question**.

Scenario

There are some problems in a small town. Many people cannot find good jobs. Some families lack the means to buy the things they need. Many young people go to the big cities for work. Pollution and too much waste are problems in the town, too. The town leaders want to help. They intend to generate green jobs, improve schools, and protect nature. But they also require people in the community to assist and work together.

Module 4- Exercise 4

Scenario reflection – Supporting the Sustainable Development Goals (SDGs)

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the Sustainable Development Goals (SDGs). Students will think about how their actions can help people in need, protect nature, and make life better for everyone.

Instructions

1. Read the story carefully.
2. Think about the problems in the story and how people can help solve them.
3. Answer the questions in your own words.
4. Write 2–3 sentences for each question.

Questions

1. How can people help families that do not have very much money? Consider ways that people can contribute to poverty reduction and good jobs. For example, helping people, patronizing local outlets, and sharing things with people in need.
2. How can people help protect nature in their town? Consider recycling, saving water, planting trees, or making less waste.
3. How are people able to help make their town a better place for all? Consider how people can share ideas, collaborate on community projects, and work together to improve their town.

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Scenario reflection – Supporting the Sustainable Development Goals (SDGs)

Learning Objectives. As students learn about supporting the Sustainable Development Goals, they're also going to learn how people can help their community and the Earth. Students will find ways to make their actions supportive of people in need, preserve nature, and improve life for us all.

Instructions. Read the story carefully. Reflect upon the problems of the story and how everybody can help fix them. What are the problems, and the people you can help solve them? Answer the questions in your own words. Two or three sentences for each of the questions.

Scenario. So, a small town has some trouble. People are unable to find good jobs. But not all families have enough money just to afford what they need. Many young professionals travel to big cities in search of employment. The town has issues with pollution and too much waste. The town leaders would like to cooperate. They're going to create green jobs, improve schools, and protect nature. But they also need people in the community to assist and collaborate.

Questions.

1. How do people assist families that don't have much money? Work on poverty reduction and good jobs. For instance, supporting people, supporting local shops, and giving things out to those who are in need.
2. How can people help protect nature in their town? Consider recycling, saving water, planting trees, or making less waste.
3. How can community members help make their town a better place to live? Think about how ideas can be shared, people help out on community initiatives, and people collaborate to help improve their town.

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Drag-and-Drop Activity – Sustainable Development Goals (SDGs)

Learning Objective

Students will learn about some of the Sustainable Development Goals (SDGs) and how people can help make the world a better place through their daily activities.

Instructions for Students

1. Read the Sustainable Development Goal in the first column.
2. Look at the actions in the second column.
3. Drag and drop the correct action to match the goal.
4. Think about how people can help solve these problems in real life.

Sustainable Development Goals

- No Poverty
- Zero Hunger
- Climate Action
- Life Below Water
- Responsible Consumption and Production

People's Actions

- Donating food, helping food banks, and sharing food with people who need it
- Recycling, reducing waste, and buying only what we need
- Saving energy, planting trees, and using less pollution
- Helping poor families and supporting community programs
- Reducing plastic use and helping clean rivers, lakes, or beaches

Answer Key

No Poverty → Helping poor families and supporting community programs

Zero Hunger → Donating food, helping food banks, and sharing food with people who

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need it

Climate Action → Saving energy, planting trees, and using less pollution

Life Below Water → Reducing plastic use and helping clean rivers, lakes, or beaches

Responsible Consumption and Production → Recycling, reducing waste, and buying only what we need.

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Critical Thinking – How People Can Help Achieve the Sustainable Development Goals (SDGs)

Learning Objective

Students will understand why the Sustainable Development Goals (SDGs) are important and how people coming together can help solve real world problems, such as poverty, hunger, and climate change.

Instructions for Students

1. Read each question carefully.
2. Think about how people can come together to help the planet and other people.
3. Write your answer in your own words.
4. Write 2–3 sentences for each question.

Questions

1. Why is it important that people work together to solve world problems? Consider goals like No Poverty, Zero Hunger, and Quality Education. How can working together help make life better for everyone?
2. What are some problems in the world that the SDGs try to solve? Think about problems like poverty, pollution, climate change, or hunger. What can people do to help solve these problems?
3. How can children and adults help achieve the Sustainable Development Goals? Think about actions like recycling, saving water and energy, helping others, sharing food, or protecting nature.

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Working Together for the Sustainable Development Goals (SDGs)

Learning Objective

Students will see why the Sustainable Development Goals (SDGs) matter and how we can work together to address issues like poverty, hunger, and climate change.

Instructions for Students

1. Read each question carefully.
2. Think about how individuals can unite to help the planet and other people.
3. Write your answer in your own words.
4. Write down 2–3 sentences for each question.

Questions

1. Why should all of us cooperate in solving world issues? Think of goals like No Poverty, Zero Hunger, and Quality Education. How can working together help make life better for everyone?
2. What are some world problems that the SDGs aim to solve? Think about issues like poverty, pollution, climate change, or hunger. How can we help to resolve these issues?
3. What are some ways all children and adults can help to achieve the Sustainable Development Goals? Think about recycling, saving water and energy, helping others, sharing food, or protecting nature.

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Multiple-Choice Quiz – The 17 Sustainable Development Goals (SDGs)

Learning Objective:

Teach students about the 17 Sustainable Development Goals (SDGs) and how people have a part to play in ensuring that the world is fairer, healthier and more sustainable.

Read each question carefully and choose the best answer: A, B, C, or D.

1. What is the main goal of the Sustainable Development Goals (SDGs)?
 - A. To help only rich countries grow
 - B. To make the world better for people and the planet
 - C. To stop children from going to school
 - D. To focus only on building big cities
2. Which SDG is about making sure everyone has enough food?
 - A. Clean Water and Sanitation
 - B. Zero Hunger
 - C. Climate Action
 - D. Life Below Water
3. Which action helps protect the Earth and supports the SDGs?
 - A. Throwing trash on the ground
 - B. Wasting water and electricity
 - C. Recycling and using less plastic
 - D. Cutting down many trees
4. Which SDG helps children learn and go to school?
 - A. Quality Education
 - B. Life on Land

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C. Peace and Justice

D. Affordable Energy

5. Which action helps fight climate change?

A. Using more plastic bags

B. Riding a bike or using public transport

C. Leaving lights on all day

D. Throwing away recyclable materials

Answer key

1. B

2. B

3. C

4. A

5. B

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True / False Quiz – The 17 Sustainable Development Goals (SDGs)

Learning Objective:

Guide 4th graders into how people can help make the world fair, safe and healthy by supporting the Sustainable Development Goals (SDGs).

Instructions:

Read each sentence. Write True if the sentence is correct or False if it is not correct.

1. People work together to make the world a better place.
2. Only governments can help reach the SDGs. Children and citizens cannot assist.
3. Recycling, saving water and using less plastic can protect our Earth.
4. One of the SDGs is to ensure that all children have access to a school education.
5. To help achieve the SDGs, people should care about nature, animals and other people.

Answer Key.

1. True.
2. False.
3. True.
4. True.
5. True.

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Scenario Reflection – Helping the World with the Sustainable Development Goals (SDGs)

Learning Objective

Students will learn why the Sustainable Development Goals (SDGs) are important and how they can be used to provide concrete solutions to issues such as poverty, hunger, and climate change.

Instructions for Students

1. Read each question carefully.
2. Think about how all humans can unite to do good for the planet and other people.
3. Write your reply, using your own words.
4. Write 2–3 sentences for each question.

Questions

5. Why do people need to join forces to solve world problems? That encompasses objectives such as No Poverty, Zero Hunger, and Quality Education. How can we all work together to make life better for everyone?
6. What is one of the problems the SDGs seek to address in the world? Think about issues of poverty, pollution, climate change, or hunger. What actions can people take to help resolve these problems?
7. How can children and adults contribute to the Sustainable Development Goals? Think of things like recycling, saving water and energy, working with others, sharing food, and conserving nature.

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