



1.2.12. SDG 12 | Responsible Consumption and Production |
 Ensure sustainable consumption and production patterns

Table 1.2.12. Learning objectives for SDG 12 “Responsible Consumption and Production”	
Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands how individual lifestyle choices influence social, economic and environmental development. 2. The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc.). 3. The learner knows roles, rights and duties of different actors in production and consumption (media and advertising, enterprises, municipalities, legislation, consumers, etc.). 4. The learner knows about strategies and practices of sustainable production and consumption. 5. The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to communicate the need for sustainable practices in production and consumption. 2. The learner is able to encourage others to engage in sustainable practices in consumption and production. 3. The learner is able to differentiate between needs and wants and to reflect on their own individual consumer behaviour in light of the needs of the natural world, other people, cultures and countries, and future generations. 4. The learner is able to envision sustainable lifestyles. 5. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to plan, implement and evaluate consumption-related activities using existing sustainability criteria. 2. The learner is able to evaluate, participate in and influence decision-making processes about acquisitions in the public sector. 3. The learner is able to promote sustainable production patterns. 4. The learner is able take on critically on their role as an active stakeholder in the market. 5. The learner is able to challenge cultural and societal orientations in consumption and production.

Box 1.2.12a. Suggested topics for SDG 12 “Responsible Consumption and Production”

Advertising, peer-pressure, belonging and identity-creation

Production and consumption history, patterns and value chains, and management and use of natural resources (renewables and non-renewables)

Environmental and social impacts of production and consumption

Energy production and consumption (transport, commercial and residential energy use, renewable energies)

Food production and consumption (agriculture, food processing, dietary choices and habits, waste generation, deforestation, overconsumption of food and hunger)

Tourism

Waste generation and management (prevention, reduction, recycling, reuse)

Sustainable lifestyles and diverse practices of sustainable production and consumption

Labelling systems and certificates for sustainable production and consumption

Green economy (cradle-to-cradle, circular economy, green growth, degrowth)

Box 1.2.12b. Examples of learning approaches and methods for SDG 12 “Responsible Consumption and Production”

Calculate and reflect on one’s individual ecological footprint⁹

Analyse different products (e.g. cell phones, computers, clothes) using Life Cycle Analysis (LCA)

Run a student company producing and selling sustainable products

Perform role plays dealing with different roles in a trading system (producer, advertiser, consumer, waste manager, etc.)

Screen short films/documentaries to help learners understand production and consumption patterns (e.g. *Story of Stuff* by Annie Leonard¹⁰)

Develop and run a (youth) action project related to production and consumption (e.g. fashion, technology, etc.)

Develop an enquiry-based project: “Is sustainability about giving things up?”

9. The ecological footprint is a measure of human impact on Earth’s ecosystems. It measures the supply of and demand on nature and is measured in area of wilderness or amount of natural capital consumed each year. See: <http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>.
10. <http://storyofstuff.org/movies/story-of-stuff/>



1.2.13. SDG 13 | Climate Action | Take urgent action to combat climate change and its impacts

Table 1.2.13. Learning objectives for SDG 13 “Climate Action”	
Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases. 2. The learner understands the current climate change as an anthropogenic phenomenon resulting from increased greenhouse gas emissions. 3. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change. 4. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change. 5. The learner knows about prevention, mitigation and adaptation strategies at different levels (global to individual) and for different contexts and their connections with disaster response and disaster risk reduction.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change. 2. The learner is able to encourage others to protect the climate. 3. The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change. 4. The learner is able to understand their personal impact on the world’s climate, from a local to a global perspective. 5. The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them. 2. The learner is able to act in favour of people threatened by climate change. 3. The learner is able to anticipate, estimate and assess the impact of personal, local and national decisions or activities on other people and world regions. 4. The learner is able to promote climate-protecting public policies. 5. The learner is able to support climate-friendly economic activities.

Box 1.2.13a. Suggested topics for SDG 13 “Climate Action”

Greenhouse gases and their emission

Energy, agriculture and industry-related greenhouse gas emissions

Climate change-related hazards leading to disasters like drought, weather extremes, etc. and their unequal social and economic impact within households, communities and countries and between countries

Sea-level rise and its consequences for countries (e.g. small island states)

Migration and flight related to climate change

Prevention, mitigation and adaptation strategies and their connections with disaster response and disaster risk reduction

Local, national and global institutions addressing issues of climate change

Local, national and global policy strategies to protect the climate

Future scenarios (including alternative explanations for the global temperature rise)

Effects of and impacts on big eco-systems like forests, oceans, glaciers and biodiversity

Ethics and climate change

Box 1.2.13b. Examples of learning approaches and methods for SDG 13 “Climate Action”

Perform a role-play to estimate and feel the impact of climate change related phenomena from different perspectives

Analyse different climate change scenarios with regard to their assumptions, consequences and their preceding development paths

Develop and run an action project or campaign related to climate protection

Develop a web page or blog for group contributions related to climate change issues

Develop climate friendly biographies

Undertake a case study about how climate change could increase the risk of disasters in a local community

Develop an enquiry-based project investigating the statement “Those who caused the most damage to the atmosphere should pay for it”



1.2.14. SDG 14 | Life below Water | Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Table 1.2.14. Learning objectives for SDG 14 “Life below Water”	
Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands basic marine ecology, ecosystems, predator-prey relationships, etc. 2. The learner understands the connection of many people to the sea and the life it holds, including the sea’s role as a provider of food, jobs and exciting opportunities. 3. The learner knows the basic premise of climate change and the role of the oceans in moderating our climate. 4. The learner understands threats to ocean systems such as pollution and overfishing and recognizes and can explain the relative fragility of many ocean ecosystems including coral reefs and hypoxic dead zones. 5. The learner knows about opportunities for the sustainable use of living marine resources.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to argue for sustainable fishing practices. 2. The learner is able to show people the impact humanity is having on the oceans (biomass loss, acidification, pollution, etc.) and the value of clean healthy oceans. 3. The learner is able to influence groups that engage in unsustainable production and consumption of ocean products. 4. The learner is able to reflect on their own dietary needs and question whether their dietary habits make sustainable use of limited resources of seafood. 5. The learner is able to empathize with people whose livelihoods are affected by changing fishing practices.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to research their country’s dependence on the sea. 2. The learner is able to debate sustainable methods such as strict fishing quotas and moratoriums on species in danger of extinction. 3. The learner is able to identify, access and buy sustainably harvested marine life, e.g. ecolabel certified products. 4. The learner is able to contact their representatives to discuss overfishing as a threat to local livelihoods. 5. The learner is able to campaign for expanding no-fish zones and marine reserves and for their protection on a scientific basis.

Box 1.2.14a. Suggested topics for SDG 14 “Life below Water”

The hydrosphere: The water cycle, cloud formation, water as the great climate regulator

Management and use of marine resources (renewables and non-renewables): global commons and overfishing, quotas and how they are negotiated, aquaculture, seaweed, mineral resources

Sustainable Marine Energy (renewable energies, wind turbines and their controversy)

Marine ecology – the food web, predators and prey, competition, collapse

Coral reefs, coasts, mangroves and their ecological importance

Sea level rise and countries that will experience total or partial loss of land; climate refugees and what a loss of sovereignty will mean

The oceans and international law: international waters, territory disputes, flags of convenience and their related issues

Ocean pollutants: plastics, microbeads, sewage, nutrients and chemicals

The deep ocean and deep-sea creatures

Cultural relationships to the sea – the sea as a source of cultural ecosystem services such as recreation, inspiration and building of cultural identity

Box 1.2.14b. Examples of learning approaches and methods for SDG 14 “Life below Water”

Develop and run a (youth) action project related to life below water

Undertake excursions to coastal sites

Debate sustainable use and management of fishery resources in school

Role-play islanders relocating from their country because of sea-level rise

Conduct a case study about cultural and subsistent relationships with the sea in different countries

Conduct lab experiments to provide students with evidence of ocean acidification

Develop an enquiry-based project: “Do we need the ocean or does the ocean need us?”



1.2.15. SDG 15 | Life on Land | Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Table 1.2.15. Learning objectives for SDG 15 “Life on Land”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands basic ecology with reference to local and global ecosystems, identifying local species and understanding the measure of biodiversity. 2. The learner understands the manifold threats posed to biodiversity, including habitat loss, deforestation, fragmentation, overexploitation and invasive species, and can relate these threats to their local biodiversity. 3. The learner is able to classify the ecosystem services of the local ecosystems including supporting, provisioning, regulating and cultural services and ecosystems services for disaster risk reduction. 4. The learner understands the slow regeneration of soil and the multiple threats that are destroying and removing it much faster than it can replenish itself, such as poor farming or forestry practice. 5. The learner understands that realistic conservation strategies work outside pure nature reserves to also improve legislation, restore degraded habitats and soils, connect wildlife corridors, sustainable agriculture and forestry, and redress humanity's relationship to wildlife.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to argue against destructive environmental practices that cause biodiversity loss. 2. The learner is able to argue for the conservation of biodiversity on multiple grounds including ecosystems services and intrinsic value. 3. The learner is able to connect with their local natural areas and feel empathy with non-human life on Earth. 4. The learner is able to question the dualism of human/nature and realizes that we are a part of nature and not apart from nature. 5. The learner is able to create a vision of a life in harmony with nature.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to connect with local groups working toward biodiversity conservation in their area. 2. The learner is able to effectively use their voice effectively in decision-making processes to help urban and rural areas become more permeable to wildlife through the establishment of wildlife corridors, agro-environmental schemes, restoration ecology and more. 3. The learner is able to work with policy-makers to improve legislation for biodiversity and nature conservation, and its implementation. 4. The learner is able to highlight the importance of soil as our growing material for all food and the importance of remediating or stopping the erosion of our soils. 5. The learner is able to campaign for international awareness of species exploitation and work for the implementation and development of CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora) regulations.

Box 1.2.15a. Suggested topics for SDG 15 “Life on Land”

Ecology: competition, predator-prey, community dynamics, energy flow through food webs, dispersal and ranges. Specific ecosystems – local and global native ecosystems and also human-made ones, e.g. managed forestry plantations

Threats to biodiversity: habitat loss, deforestation, fragmentation, invasive species and overexploitation (caused by unsustainable production and consumption practices, unsustainable technologies, etc.)

The dangers of extinction: Individually endangered species, how extinction is forever, the long time needed to form species, and the six mass extinctions

Restoration of wildlife and seeing humans as a healing force

Climate change and biodiversity, ecosystems as carbon sinks, disaster risk reduction and ecosystems (ecosystems as a natural barrier to natural hazards)

Soil and its formation and structure

Desertification, deforestation and efforts to combat them

The human’s connection with nature – the natural self

Ecosystem services (cultural, provisioning, regulatory and supporting)

Evolution and genetics, genetic resources, ethics

Box 1.2.15b. Examples of learning approaches and methods for SDG 15 “Life on Land”

Map the local area, mark areas of various wildlife populations as well as barriers, such as dispersal barriers like roads and invasive species populations

Perform a bioblitz – an annual day when the community comes together to map as many different species in their area as possible

Run a composting workshop and show organic material formation

Take an excursion to a nearby parkland for cultural purposes, e.g. recreation, meditation, art

Plant a wildlife garden for wild animals, e.g. bee-friendly flowers, insect hotels, ponds, etc. in urban areas

Celebrate Earth Day (April 22) and/or World Environment Day (June 5)

Develop an enquiry-based project: “Why is biodiversity important?”



1.2.16. SDG 16 | Peace, Justice and Strong Institutions | Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Table 1.2.16. Learning objectives for SDG 16 “Peace, Justice and Strong Institutions”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands concepts of justice, inclusion and peace and their relationship to law. 2. The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption. 3. The learner is able to compare their system of justice with those of other countries. 4. The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally. 5. The learner understands the importance of the international human rights framework.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country. 2. The learner is able to debate local and global issues of peace, justice, inclusion and strong institutions. 3. The learner is able to show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries. 4. The learner is able to reflect on their role in issues of peace, justice, inclusion and strong institutions. 5. The learner is able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally. 2. The learner is able to publicly demand and support the development of policies promoting peace, justice, inclusion and strong institutions. 3. The learner is able to collaborate with groups that are currently experiencing injustice and/or conflicts. 4. The learner is able to become an agent of change in local decision-making, speaking up against injustice. 5. The learner is able to contribute to conflict resolution at the local and national level.

Box 1.2.16a. Suggested topics for SDG 16 “Peace, Justice and Strong Institutions”

Definitions of justice: retributive and rehabilitative

Crime and punishment, comparing laws and punishments across the globe

Climate Justice

Trade Justice

Child labour and exploitation of children

Global treaties and agreements related to war, peace and refugees

Corruption and how to measure it

The illegal weapons trade

Drug abuse and its trade

The international criminal court and its role

Box 1.2.16b. Examples of learning approaches and methods for SDG 16 “Peace, Justice and Strong Institutions”

Perform a role-play about different people from around the world who are victims of injustice

Have interfaith dialogues in schools and college campuses about justice and equality

Organize an excursion to a local court or police station

Design a poster “What is fair/just” at school

Debate issues of justice of historical and cultural context, e.g. the disappeared in Argentina, Apartheid in South Africa, etc. and how these justice issues have developed

Celebrate the International Day of Peace (September 21)

Develop an enquiry-based project: “What would a peaceful world look like?”



1.2.17. SDG 17 | Partnerships for the Goals | Strengthen the implementation and revitalize the global partnership for sustainable development

Table 1.2.17. Learning objectives for SDG 17 “Partnerships for the Goals”	
Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands global issues, including issues of financing for development, taxation, debt and trade policies, and the interconnectedness and interdependency of different countries and populations. 2. The learner understands the importance of global multi-stakeholder partnerships and the shared accountability for sustainable development and knows examples of networks, institutions, campaigns of global partnerships. 3. The learner knows the concepts of global governance and global citizenship. 4. The learner recognizes the importance of cooperation on and access to science, technology and innovation, and knowledge sharing. 5. The learner knows concepts for measuring progress on sustainable development.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to raise awareness about the importance of global partnerships for sustainable development. 2. The learner is able to work with others to promote global partnerships for sustainable development and demand governments’ accountability for the SDGs. 3. The learner is able to take ownership of the SDGs. 4. The learner is able to create a vision for a sustainable global society. 5. The learner is able to experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to become a change agent to realize the SDGs and to take on their role as an active, critical and global and sustainability citizen. 2. The learner is able to contribute to facilitating and implementing local, national and global partnerships for sustainable development. 3. The learner is able to publicly demand and support the development of policies promoting global partnerships for sustainable development. 4. The learner is able to support development cooperation activities. 5. The learner is able to influence companies to become part of global partnerships for sustainable development.