CAG 40 YEARS OF ACTION
Citizen consumer and civic Action Group

PLAY. THINK. CHANGE.

An SDG Toolkit for Young Changemakers

CAG 40 YEARS OF ACTION
Citizen consumer and civic Action Group

PLAY. THINK. CHANGE.

An SDG Toolkit for Young Changemakers

Authors:

Content: Mala Balaji, Researcher, Environment and Climate Action, CAG

Games Design: Vamsi Sankar Kapilavai, Programme Lead, Environment and Climate Action, CAG and Benedicta Isaac, Communications Manager, CAG

Design and Layout:

Richa Shubhangi
Illustrations and photos for SDGs 2,9,16 generated using Canva AI

Acknowledgement:

The authors acknowledge S. Saroja, Executive Director, CAG for her critical review of the manual.

Disclaimers:

The information in this manual has been obtained in good faith from sources that are believed to be reliable, but any potential interpretation of this manual as making an allegation against a specific company or companies named would be misleading and incorrect. The author accepts no liability whatsoever for any direct or consequential loss arising from the use of this manual or its contents. Select artwork used in this manual was generated using Canva AI.

First published:

June 2026

CAG 40 YEARS OF ACTION
Citizen consumer and civic Action Group

About CAG:

CAG is a 40-year-old non-profit and non-political organisation that works towards protecting citizens' rights in consumer, civic and environmental issues and promoting good governance processes, including transparency, accountability and participatory decision-making.

Table of Contents

Preamble

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, represent a shared global commitment to end poverty, protect the planet, and ensure peace and prosperity for all by 2030. For India, a nation of over a billion people with a vibrant youth population, the SDGs present both immense opportunities and urgent responsibilities. Achieving sustainable development depends on how societies organise public systems, policies, and institutions, as well as how people are able to participate meaningfully within these systems.

Young people stand at the very heart of this transformation. Their ideas, energy, and commitment are essential in responding to challenges such as climate change, inequality, resource depletion, and social injustice. At the same time, meaningful civic action does not happen in isolation. It is shaped by the availability of public services, access to information, and the presence of inclusive and responsive institutions.

Governments and public bodies play a crucial role in creating conditions that support civic participation by:

Providing policies, services, and infrastructure that make sustainable options accessible, affordable, and practical.

Ensuring transparency, accountability, and inclusion so that citizens are informed, empowered, and able to take part in decisions that affect their lives.

This manual is guided by the belief that informed and engaged youth can contribute meaningfully to sustainable development within this shared framework of responsibility. It seeks to connect the global vision of the 2030 plan with the everyday realities of young people in India, building their understanding of development challenges and the systems that shape them. By offering context, clarity, and practical learning tools, the manual encourages youth to participate thoughtfully, through learning, dialogue, community engagement, and constructive interaction with institutions, in working towards a more sustainable, just, and equitable future.

History of SDGs and the 2030 Agenda

The Sustainable Development Goals (SDGs) are the world's roadmap for building a fairer and more sustainable future. They grew out of earlier international efforts, especially the Millennium Development Goals (MDGs), launched in 2000 to reduce poverty, improve health, and expand access to education. While the MDGs made real progress they had limitations. They focused mostly on developing countries and did not fully address inequality, climate change, and environmental protection.

Recognising these gaps, world leaders met at Rio+20 in 2012 Rio+20 Conference on Sustainable Development in 2012 to begin shaping a broader, more inclusive plan. After three years of consultations with governments, civil society, businesses, and young people, the SDGs were adopted in 2015 by all 193 UN Member States through the resolution "Transforming Our World: The 2030 Agenda for Sustainable Development."

The 17 Goals and 169 targets officially came into effect in 2016 and aim to be achieved by 2030. They are built on five key themes:

People
End poverty and hunger, ensure dignity and equality

Planet
Protect natural resources and address climate change

Prosperity
Promote inclusive growth and decent work for all

Partnership

Strengthen cooperation across countries and sectors

Peace

Promote justice and strong institutions

Together, the SDGs offer a comprehensive approach to addressing today's major challenges, such as poverty, hunger, health, education, gender equality, clean water, energy access, climate change, and peace, while aiming to ensure that development efforts include everyone and leave no one behind.

Understanding SDGs

SDG 1 No Poverty

What is this goal about?

SDG 1 aims to end poverty in every form, everywhere. Poverty does not just mean not having enough money. It also includes not being able to meet basic needs like nutritious food, safe drinking water, proper healthcare, decent housing, quality education, and support during tough times like when someone loses their job, falls seriously ill, or their home is destroyed by a natural disaster like a flood or cyclone.

Priya lives in a village. Her parents are daily wage workers who struggle to earn enough to buy groceries. When her father breaks his leg and cannot work, the family cannot afford medicines or pay school fees. During the monsoon, their home floods because it is built with weak materials, and they have no safe place to go. This is poverty. It is not just the lack of money, but the absence of a safety net and basic services.

Ending poverty means making sure every person has access to resources and the support they need to live a dignified life. This includes government schemes like school meals schemes, housing support, health insurance for low-income families, and job programs that help people earn a steady income that help people build more stable and secure livelihoods.

SDG 2 Zero Hunger

What is this goal about?

SDG 2 aims to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture. Hunger is not just about an empty stomach, it also includes not getting the right type of food needed for healthy growth and development. Poor nutrition can affect children's health, learning ability, and future well-being.

Amir lives in a drought-prone village. His family depends on farming, but poor rainfall has caused repeated crop failures. With very little food available, meals often consist only of rice and salt. Amir feels weak and struggles to concentrate in school, an example of hidden hunger, where people lack essential nutrients despite having food.

Ending hunger involves strengthening food systems so that food is available, affordable, and nutritious throughout the year. This includes supporting farmers, improving storage and distribution, promoting climate-friendly farming, and reducing food waste so that everyone can eat well.

SDG 3 Good Health and Well-being

What is this goal about?

SDG 3 aims to ensure healthy lives and promote well-being for people of all ages. Health is more than just not being sick. It includes physical, mental, and emotional well-being, as well as access to healthcare, medicines, and health information.

Arjun lives in a remote village. One day, his sister was ill. Because there was no hospital nearby, the family travelled over 30 kilometres to see a doctor. Arjun's sister was so ill by the time the doctor saw her that she needed to be admitted in the hospital for many days. This shows how access to healthcare can affect people's health outcomes.

Good health also depends on preventive measures such as clean water, nutritious food, vaccinations, hygiene, and mental health support. When health systems function effectively, people are better protected and can recover more easily when they fall ill.

SDG 4 Quality Education

What is this goal about?

SDG 4 aims to ensure inclusive, equitable, and quality education for all. Education is not just about reading and writing, it is about gaining the knowledge, skills, and confidence needed to live a better life and contribute to society. Quality education helps break the cycle of poverty and opens doors to better jobs, healthier lives, and active citizenship.

Ravi goes to a village school which has no trained teachers, no science lab, and no digital tools. He wants to become a nurse, but limited learning resources make it difficult for him to understand subjects and perform well in exams. Quality education means giving Ravi and every other child access to good teachers, safe schools, books, technology, and support to reach their full potential.

Working towards SDG 4 helps create a future where every child, regardless of where they are born, has a fair chance to learn, grow, and succeed.

SDG 5 Gender Equality

What is this goal about?

SDG 5 aims to achieve gender equality and ensure equal rights, opportunities, and safety for everyone, regardless of gender. Gender equality is about fairness, respect, and equal chances in education, health, work, and decision-making. It also means ending discrimination, violence, and harmful practices that limit people's potential.

Asha lives in the city. Both her parents work, but her mother is an unskilled worker, and therefore does not earn much. Asha loves science and dreams of becoming an engineer. But in her family, girls are expected to spend most of their time on household work and are often discouraged from studying further. These attitudes make it difficult for Asha to attend school regularly and affect her confidence over time.

Gender equality is not just about laws and rights; it is about everyday life. Girls and boys should have the same chances to learn, lead, and choose their own future. Achieving gender equality means creating safe and supportive environments where everyone is treated with respect and encouraged to pursue their interests and ambitions without discrimination.

SDG 6 Clean Water and Sanitation

What is this goal about?

SDG 6 aims to ensure that everyone has access to clean and safe water, as well as proper sanitation. Clean water is essential for drinking, cooking, washing, farming, and staying healthy. Sanitation includes access to safe toilets, clean surroundings, and hygiene practices that prevent the spread of diseases and protect public health.

John lives in a small town. His family shares one water tap with ten other households, and water is available for only one hour each day. The nearby canal is polluted with waste. Because toilets do not have enough water, people have to use the outdoors instead, which makes the surroundings dirty and unhealthy. As a result, John often falls sick and misses school frequently.

Clean water and sanitation are not just about convenience; they are about dignity, health, and opportunity. When communities have reliable water supply and safe sanitation facilities, people fall sick less often, children, especially girls, can attend school regularly, and the environment is better protected. Ensuring access to clean water and sanitation helps communities lead healthier, safer, and more secure lives.

SDG 7 Affordable and Clean Energy

What is this goal about?

SDG 7 aims to ensure access to affordable, reliable, sustainable, and modern energy for all. Energy is essential for everyday life. It helps people cook food, study, travel, communicate, and stay warm or cool. When energy is unsafe, expensive, or unreliable, education, health, and livelihoods are often affected.

Kavitha lives in a small village. Her home has no electricity, so she studies at night using a kerosene lamp. The smoke from the lamp irritates her eyes and causes headaches. Her mother cooks using firewood, filling the kitchen with smoke that affects the family's health. One day, solar panels were installed in her village, Kavitha can now study under a clean LED light, and her family shifts to cleaner cooking methods, making their home safer and healthier.

Clean and affordable energy is not just about comfort; it is about well-being and opportunity. When renewable energy sources such as solar and wind are accessible and reliable, pollution is reduced, health improves, and communities are better prepared to address climate change. Access to clean energy supports education, livelihoods, and a better quality of life for individuals and communities.

SDG 8 Decent Work and Economic Growth

What is this goal about?

SDG 8 aims to promote sustained economic growth and ensure that everyone, especially young people, has access to decent work. Decent work means jobs that are fair, safe, and secure, with respect for workers' rights. It is not just about earning money, but about having dignity, stability, and opportunities to learn and grow.

Peter's parents work in a small garment factory. They sew clothes for long hours but are paid very little and have no job security. Sometimes, Peter skips school to help support the family. When the factory adopts better labour practices that promotes fair wages and safe working conditions, Peter's parents begin to earn better wages, work in safer conditions, and get regular hours. This improved stability allows Peter to return to school full time.

Decent work helps families meet their basic needs, keeps children in school, and reduces poverty. When people have secure jobs and fair incomes, communities become stronger and economies grow in a more inclusive and sustainable way.

SDG 9 Industry, Innovation and Infrastructure

What is this goal about?

SDG 9 aims to build strong infrastructure, promote inclusive and sustainable industrialisation, and encourage innovation. Infrastructure such as good roads, reliable transport, internet connectivity, and modern industries helps people access markets, schools, hospitals, and jobs. Innovation supports the development of better solutions to everyday challenges when people have access to technology, skills, and resources.

Ramesh lives in a remote village. The road to his village is broken and muddy, especially during the rainy season. Buses rarely operate, and internet connectivity is weak. His parents cannot sell their farm produce easily, and Ramesh struggles to attend online classes or access digital learning resources. When a proper road is built and mobile internet becomes available, travel improves, local businesses function better, and Ramesh can learn using online tools.

Strong infrastructure and innovation help connect people to opportunities. They support businesses, improve access to services such as education and healthcare, and create jobs. By developing sustainable industries and modern infrastructure, countries can support economic growth while improving quality of life for all.

SDG 10 Reduced Inequalities

What is this goal about?

SDG 10 aims to reduce inequality within and between countries. Inequality occurs when some people have greater access to income, education, healthcare, and opportunities simply because of their background, gender, caste, religion, disability, or place of birth. These differences create unfair gaps in living conditions and life chances.

Karim lives in a slum in a large city. He is intelligent and hardworking, but his school has too few teachers and limited learning resources. He is often judged because of where he lives and has never visited a library or a science lab. In the same city, children from wealthier neighbourhoods attend well-equipped schools and receive career guidance, giving them a clear advantage.

Reducing inequality means building fair and inclusive systems that ensure everyone has access to education, healthcare, and opportunities. It also means ensuring that people who are often left out are heard and supported, so that everyone can live with dignity and fully participate in society.

SDG 11 Sustainable Cities and Communities

What is this goal about?

SDG 11 aims to make cities and towns inclusive, safe, resilient, and sustainable. As cities grow and populations increase, many urban areas face challenges such as traffic congestion, air pollution, overcrowding, unsafe housing, poor waste management, and weak public transport systems.

Meena lives in a crowded neighbourhood near a busy road in Chennai. The area has overflowing garbage, heavy traffic, and no proper footpaths or streetlights. During heavy rains, the streets flood easily. One monsoon, their neighbourhood was flooded from a broken sewer making all of them very ill. Some old people even died from the illness.

Building sustainable cities means planning and managing urban spaces so that everyone, including children, the elderly, people with disabilities, and low-income families, can live safely and with dignity. Reliable public transport, clean surroundings, green spaces, safe housing, and strong disaster preparedness help improve the quality of life for all city residents.

SDG 12 Responsible Consumption and Production

What is this goal about?

SDG 12 focuses on using the Earth's resources, such as water, energy, food, and raw materials, wisely and responsibly. It also means ensuring that the goods we produce and consume, like clothes, food, and electronics, are made in ways that do not harm people or the environment.

Arjun's family often hosts large parties at home. Arjun notices that food is served on single-use plastic plates and cups, and large amounts of food are left uneaten and thrown away, adding to waste and pollution. This shows how consumption choices, such as portion sizes and serving materials, can lead to unnecessary waste. At the same time, some event organisers and catering services reduce waste by planning food quantities carefully, using reusable utensils, and managing leftovers through donation or composting. This highlights how sustainable production and service practices can prevent waste before it reaches households.

Responsible consumption and production depend on how everyday systems are designed. When homes, schools, and event organisers use reusable materials, plan food appropriately, and manage waste through recycling or composting, wasting resources becomes less likely. SDG 12 encourages individuals, institutions, and businesses to work together to reduce waste and use resources more sustainably for a healthier planet.

SDG 13 Climate Action

What is this goal about?

SDG 13 calls for urgent action to tackle climate change and its serious impacts on people and the planet. Climate change refers to long-term shifts in temperature, rainfall, and weather patterns, mainly caused by human activities such as burning coal, oil, and gas for electricity, transport, and industry. These activities release greenhouse gases that trap heat, leading to global warming. We are already seeing the effects through extreme heat, floods, droughts, cyclones, rising sea levels, and threats to food, water, health, and livelihoods.

Kabilan's father is a farmer in Tamil Nadu. They traditionally grow paddy. In recent years, irregular rainfall and frequent heatwaves have led to repeated crop failures. To cope, the community has switched to solar-powered pumps. They now grow millets that require less water, and plant trees around fields and homes. These changes have helped his family adapt to changing climate conditions while also reducing environmental stress.

Climate action involves both mitigation and adaptation. Mitigation focuses on reducing emissions through cleaner energy systems, efficient use of resources, and sustainable practices. Adaptation involves preparing for climate impacts by strengthening infrastructure, supporting climate-resilient agriculture, and protecting vulnerable communities. SDG 13 highlights that coordinated efforts by governments, communities, and individuals are essential to build a safer and more sustainable future.

SDG 14 Life Below Water

What is this goal about?

SDG 14 focuses on conserving and sustainably using oceans, seas, and marine resources. Oceans are essential for life on Earth, they provide food, livelihoods, and help regulate the climate while producing a large share of the oxygen we breathe. However, oceans are under growing threat from plastic pollution, oil spills, overfishing, and damage to coral reefs and other marine ecosystems.

Anitha lives in a coastal town in Tamil Nadu. Her mother is a small-scale fisher who catches prawns and sells them in the local market. Over the years, they notice fewer fish near the shore, and plastic waste often gets tangled in their fishing nets, making their work harder and income uncertain.

Protecting life below water involves improving systems that reduce marine pollution, support sustainable fishing, and conserve coastal and underwater habitats. It also means ensuring that coastal communities have the support and options needed to earn a livelihood without damaging marine ecosystems. Healthy oceans help secure food, incomes, and biodiversity for present and future generations.

SDG 15 Life on Land

What is this goal about?

SDG 15 focuses on protecting, restoring, and sustainably using life on land. This includes forests, grasslands, mountains, soil, and the wide variety of plants and animals that depend on these ecosystems. The goal calls for urgent action to stop deforestation, prevent land degradation and desertification, and protect biodiversity.

Arun lives near a forest. His family collects firewood and medicinal herbs from the forest and depends on clean water from a nearby stream. Over time, large numbers of trees have been cut down, wild animals begin to appear closer to their home, and the stream starts to dry up. Arun worries that if the forest is lost, his community will lose its safety, and its source of food, water, and livelihood.

Protecting life on land means managing natural resources in ways that allow ecosystems to remain healthy and productive. Conserving forests, protecting endangered species, and using land sustainably help maintain balance between people and nature. When ecosystems are protected, they continue to support human well-being and the needs of future generations.

SDG 16 Peace, Justice and Strong Institutions

What is this goal about?

SDG 16 aims to build peaceful, fair, and inclusive societies where everyone, especially children and vulnerable groups, can live without fear or injustice. It focuses on reducing violence, preventing abuse and exploitation, ensuring access to justice for all, and strengthening institutions such as the police, courts, and government bodies so that people can trust them.

Usha wants to go to school every day. The route to her school passes through an unsafe street, and she feels frightened walking alone. Her parents understand that she is afraid, but there are no clear systems or actions in place to address the problem. As a result, Usha feels unheard and unsafe in her own community.

Peace and justice mean that people's concerns are taken seriously, safety is ensured, and responsive systems are in place to address problems fairly. When laws are applied equally, institutions function effectively, and people are treated with dignity, communities become safer and more inclusive. SDG 16 reminds us that lasting development depends on peace, justice, and trust in systems that serve the public.

SDG 17 Partnerships for the Goals

What is this goal about?

SDG 17 highlights the importance of partnerships in achieving sustainable development. It reminds us that global challenges such as poverty, climate change, inequality, and hunger cannot be solved by one group alone. Governments, NGOs, schools, businesses, scientists, communities, and young people all have different roles to play and need to work together in a coordinated way.

Your school wants to reduce plastic waste in the neighbourhood. Students work with a local shopkeepers' association to cut down single-use plastics, an NGO trains students on waste segregation and recycling, and the municipality ensures regular collection of waste. Each group contributes according to its role, and together they create a cleaner and more sustainable community, something that would be difficult for any one group to achieve on its own.

Strong partnerships involve sharing knowledge, skills, technology, and resources, as well as clear communication and cooperation. By learning from one another and working across communities and countries, progress can be made across all 17 Sustainable Development Goals. SDG 17 reminds us that lasting and meaningful change depends on collaboration built on shared responsibility.

Interactive Learning Activities

A Note for You

These activities are designed to encourage healthy discussion, collaborative problem-solving, and reflective learning. They are not competitive exercises: there are no losers and no single “right” answer. The purpose is to explore perspectives, test ideas, and learn from one another in a safe, respectful environment. Materials, scenarios and roles are simplified for classroom use.

Need vs Want Market Place 1

Objective:

To help students understand how spending decisions are shaped by limited resources, unequal starting conditions, access to services, and support systems and why managing money is not only about personal choice, but also about the systems people live within.

Game Materials:

1. Game board
2. Dice (use any regular dice)
3. Player tokens (use coins, buttons etc)
4. Fake money
5. Need Cards, Want Cards, Surprise Cards
6. Profile Cards
7. Bank (common pool)

Number of Players: 3 - 4 players

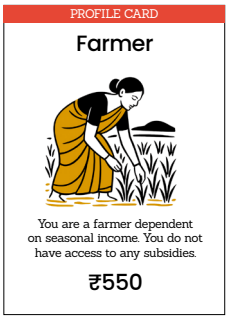
Duration of the Game:

30 minutes for the game
20 minutes for discussion

How to Play

Step 1: Player Profiles and Starting Money

- Profile Cards, Need Cards, Want Cards and Surprise Cards are shuffled and placed face down in separate piles.
- Each player draws one Profile Card randomly
- Based on the Profile Card, each player receives starting money
- Money is distributed in smaller denominations (as decided by the teacher).
- The Bank holds a fixed Rs 500 at the start.



Step 2: Decide Turn Order

Each player rolls the dice once.

- The player with the highest number plays first.
- Play continues clockwise.

Step 3: Taking a Turn

On a player's turn:

1. Roll the dice.
2. Move the token forward by the number shown on the dice.
3. Follow the instruction on the space where the token lands.

Step 4: Landing on Different Spaces

Common Rule for All Cards:

After a card is drawn and read aloud, it is returned to the same card pile. The pile is then shuffled before the next player draws a card.

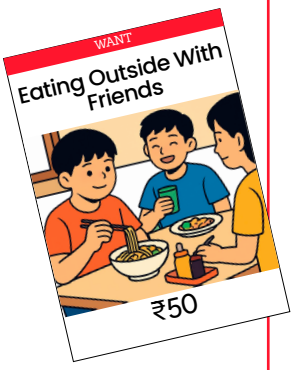
Need Space:

- Pick one Need Card (without looking).
- The expense must be paid, unless your Profile Card gives protection.
- Pay the amount to the Bank.

This shows that needs are unavoidable, but their cost depends on access to services.

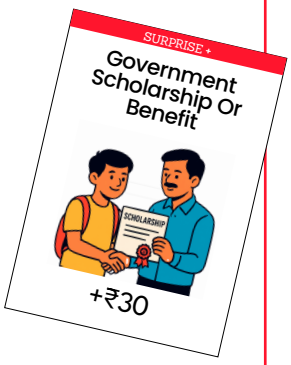
Want Space:

- Pick one Want Card from the pile.
- The player may choose whether or not to buy the item.
- If the player decides to buy, pay the amount to the Bank.
- If the player chooses not to buy, no money is paid and the turn ends.



Surprise Space:

- Pick one Surprise Card.
- Surprise Cards represent unexpected real-life events that affect finances.
- If the card is positive, the player receives money from the Bank.
- If the card is negative, the player pays money to the Bank.
- Some Profile Cards may offer protection from certain negative Surprise Cards.



Step 5: Role of the Bank

- All payments go to the Bank.
- All earnings from positive Surprise Cards come from the Bank.
- Players manage transactions themselves, no separate banker is required.

Step 6: Continuing the Game

- Players continue taking turns for multiple rounds.
- Each player plays as an individual.
- The game continues until:
  - One player runs out of all money, or
  - A fixed time limit decided by the teacher is reached (for example, 30–40 minutes).

Reflection On Experiences:

Use these questions to guide discussion:

1. Which expenses took up most of your money, and why were they unavoidable in your situation?
2. How did your profile affect what felt like a “need”?
3. How did access to services or support (shown through Profile or Surprise Cards) affect decisions?
4. Why were some players able to handle expenses or shocks more easily than others?
5. If everyone tried to make “smart” choices, would the outcomes still be the same? Why or why not?
6. What does this game show about how spending decisions are shaped by circumstances and systems, not just personal choice?
7. Which SDGs are connected to this game?

SDGs Covered:

SDG 1 No Poverty

SDG 12 Responsible Consumption

Students may identify additional SDGs if they can justify the connection.

Click here to download game assets

PROFILE CARDS

PROFILE CARD

Delivery Worker

You are a delivery worker.
Your income depends on the number of deliveries available each day.
You have access to *health insurance*.

₹500

PROFILE CARD

Migrant Worker

You are a migrant worker who has recently moved to the city for work. You do not have access to any subsidies.

₹400

PROFILE CARD

Street Vendor

You are a street vendor and your income depends on daily sales and access to public spaces. You do not have access to any subsidies.

₹400

PROFILE CARD

Waste Worker

You are a waste worker.
You have access to *subsidised public transport*.

₹450

PROFILE CARD

Farmer

You are a farmer dependent on seasonal income. You do not have access to any subsidies.

₹550

PROFILE CARD

Construction Worker

You are a construction worker.
You have access to *food subsidy (ration)*.

₹450

NEED CARDS

NEED

Monthly Food Expenses

If your profile says access to *food subsidy* (ration), pay only ₹40

₹80

NEED

Daily Travel/ Bus Pass

If your profile says access to subsidised public transport, pay only ₹30

₹60

NEED

Mobile Recharge/ Basic Internet

₹40

NEED

Doctor Visit & Medicines

If your profile says access to *health insurance*, pay only ₹20

₹90

NEED

School Books & Stationery

₹60

NEED

Water Purchase During Shortage

₹70

NEED

House Rent/ Home Contribution

₹100

NEED

Cooking Gas/ Fuel

₹80

WANT CARDS

WANT

Eating Outside With Friends

₹50

WANT

New Clothes Or Footwear

₹80

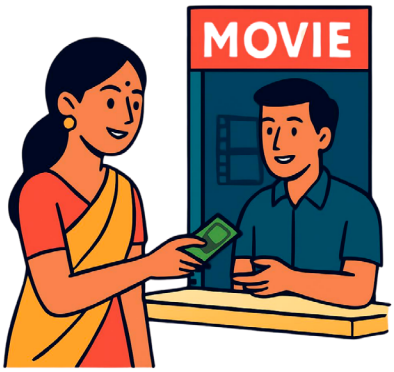
WANT

Extra Mobile Data Pack

₹40

WANT

Movie/ Online Entertainment



₹60

WANT

Online Course/ Skill App

₹70

WANT

Festival Or Celebration Expense

₹60

WANT

Sports Gear/ Hobby Item

₹70

WANT

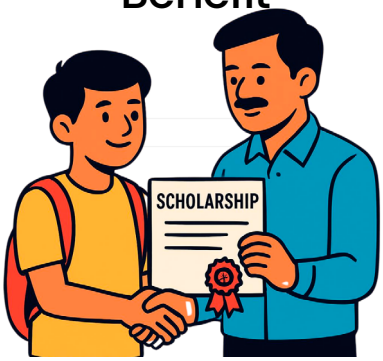
Room Comfort Item

₹50

SURPRISE CARDS (±)

SURPRISE +

Government Scholarship Or Benefit



+₹30

SURPRISE +

Ration Support During Price Rise

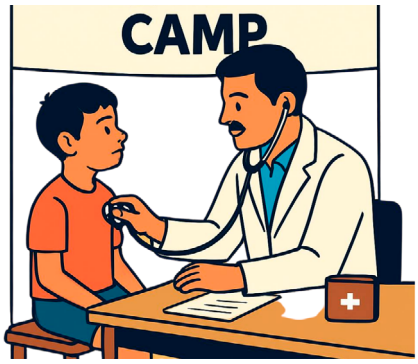
(Ration-access profiles only)

+₹30

SURPRISE +

Free Health Camp

(No effect if profile already has access to health insurance)



+₹40

SURPRISE +

Part-Time Work

+₹50

SURPRISE -

Sudden Medical Expense

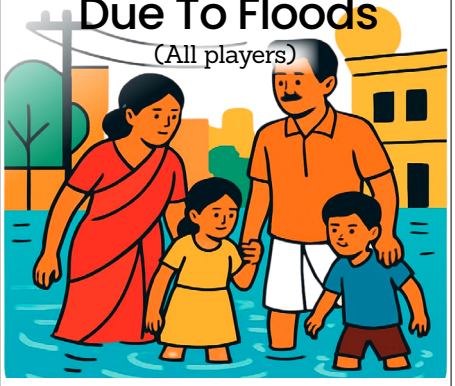
(Rs 50 only if your profile says access to health insurance)

-₹120

SURPRISE -

Loss Of Income For A Few Days Due To Floods

(All players)

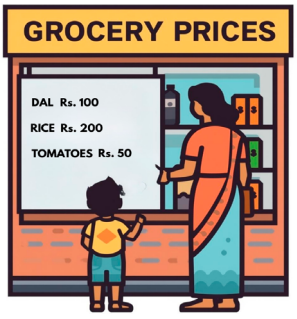


-₹80

SURPRISE -

Increase In Food Prices

(Rs 40 only if your profile says access to food subsidy (*ration*))



-₹80

SURPRISE -

Emergency Travel

-₹70

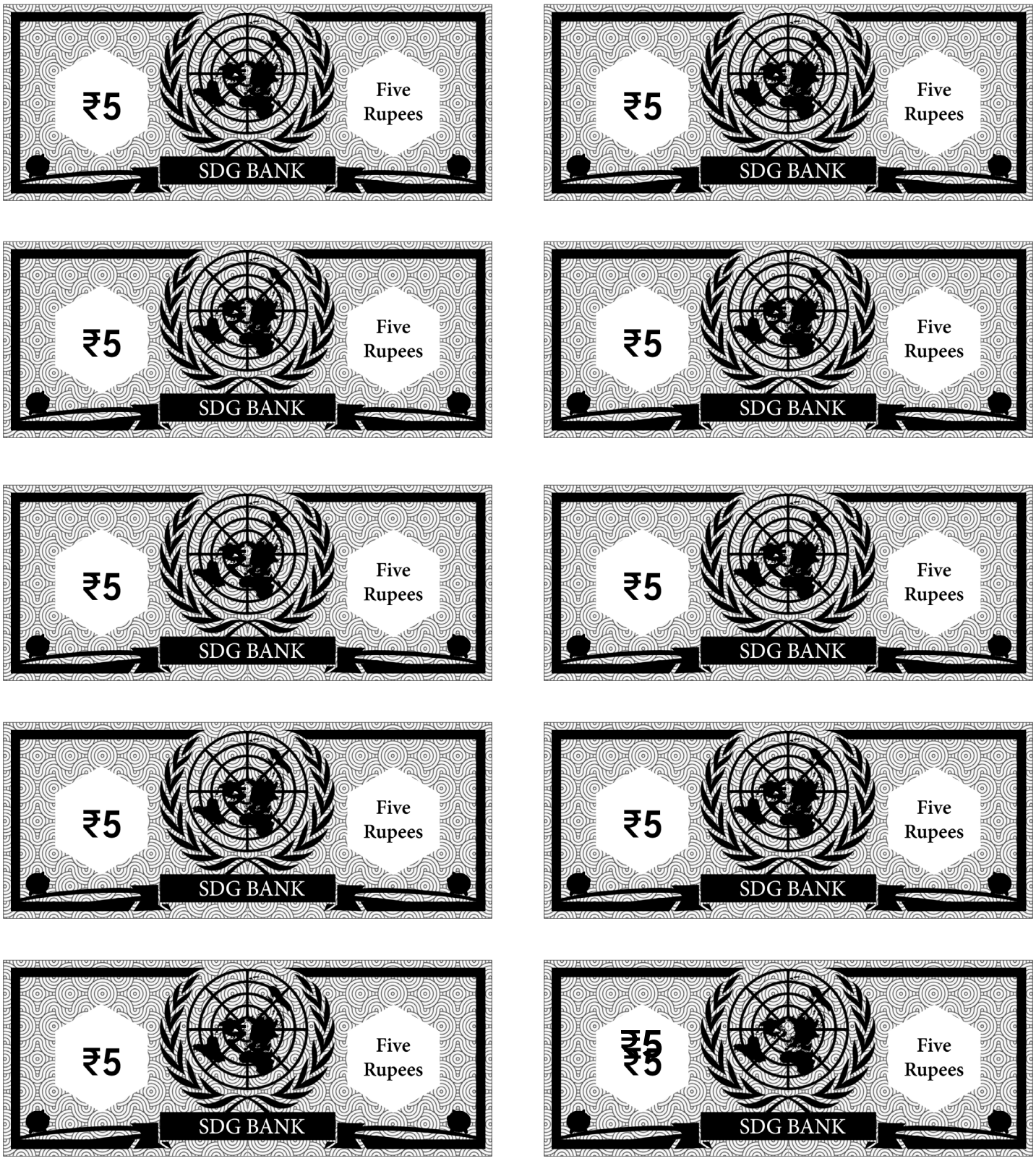
Play Money ₹100 Denomination

Play Money ₹50 Denomination

Play Money ₹20 Denomination

Play Money ₹10 Denomination

Play Money ₹5 Denomination



FINISH / START

WANT | WANT | NEED | WANT | SURPRISE | WANT | NEED | WANT | SURPRISE

NEED

WANT

SURPRISE

WANT

WANT

Need vs Want

Market Place

NEED

WANT

SURPRISE

WANT

NEED

WANT

SURPRISE

WANT

WANT

NEED | WANT | WANT | NEED | WANT | SURPRISE | WANT | NEED | NEED | WANT

Food Security Run
Build a Balanced Plate of Food 2

Objective:

To help students explore what makes a nutritious meal, and understand how food choices are shaped by availability, affordability, cultural practices, and access to resources. The game highlights how unequal access to food affects nutrition and health outcomes.

Game Materials

1. Two baskets labelled Plenty and Scarcity
2. Food tokens or slips (use food tokens supplied)
3. Two plates or bowls (one for each team)
4. Open space for a short relay run
5. Coin (to use for a toss to decide which team gets which basket)

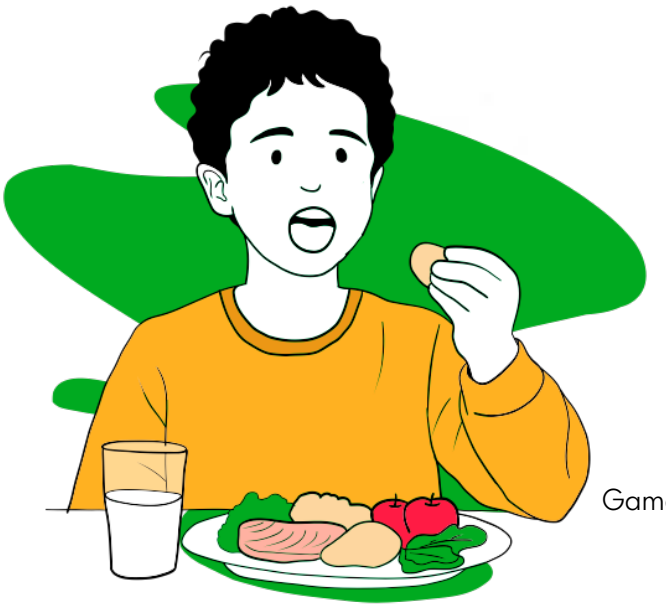
Number of Players

8–20 students
Played in two teams

Duration of the Game

20–25 minutes for gameplay

15–20 minutes for discussion and reflection



How to Play

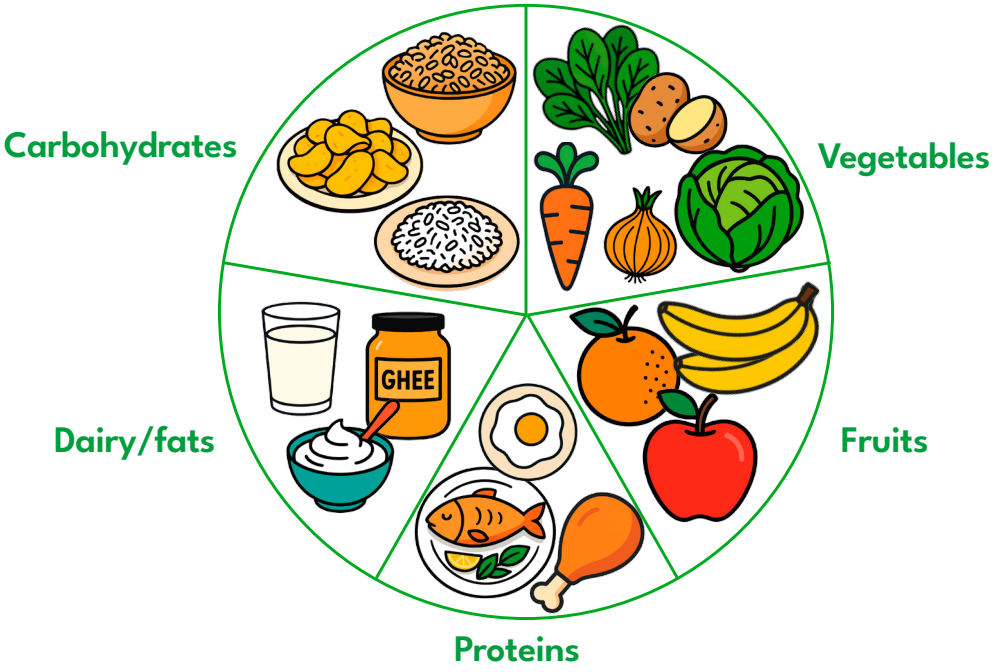
Step 1: Form Teams

- Divide the class into two equal teams.
- Conduct a coin toss:

Step 2: Understand the Goal

Each team must try to build a balanced plate by using only the food items available in their assigned basket.

A balanced plate ideally includes items from three or more food groups:



Step 3: Relay Run

- Teams line up in a relay format.
- One player at a time runs to their basket, picks one food token only, and places it on their team's plate.
- On every turn, the player MUST take a food token.
- The player returns and tags the next teammate.
- The relay continues until the teacher signals the end (after a fixed time or number of rounds).

Step 4: Important Rules

- Players cannot take food from the other team's basket.
- Only one token per turn is allowed.
    - Unhealthy snack tokens (chips, biscuits, sugary items):
    - Do not count towards a balanced plate
    - Still take up space on the plate

Step 5: Compare Plates

- Both teams place their plates side by side.
- Students observe differences in:
    - Variety of food
    - Nutritional balance
    - Presence or absence of vegetables, proteins, and fruits

Typically

- The Plenty team builds a balanced plate.
- The Scarcity team struggles to create a nutritious meal despite effort and teamwork.

Reflection On Experiences

Use these questions to guide discussion:

1. Which team found it easier to build a balanced plate? Why?
2. Did effort alone guarantee good nutrition? What mattered more?
3. How did limited availability affect food choices in the Scarcity team?
4. Why might unhealthy foods be more common or accessible in some communities?
5. How does this game reflect the experiences of families facing food insecurity?
6. What role can schools, communities, and public systems play in improving access to nutritious food?
7. Which SDGs are connected to this game?

SDGs Covered

SDG 2 (Zero Hunger)

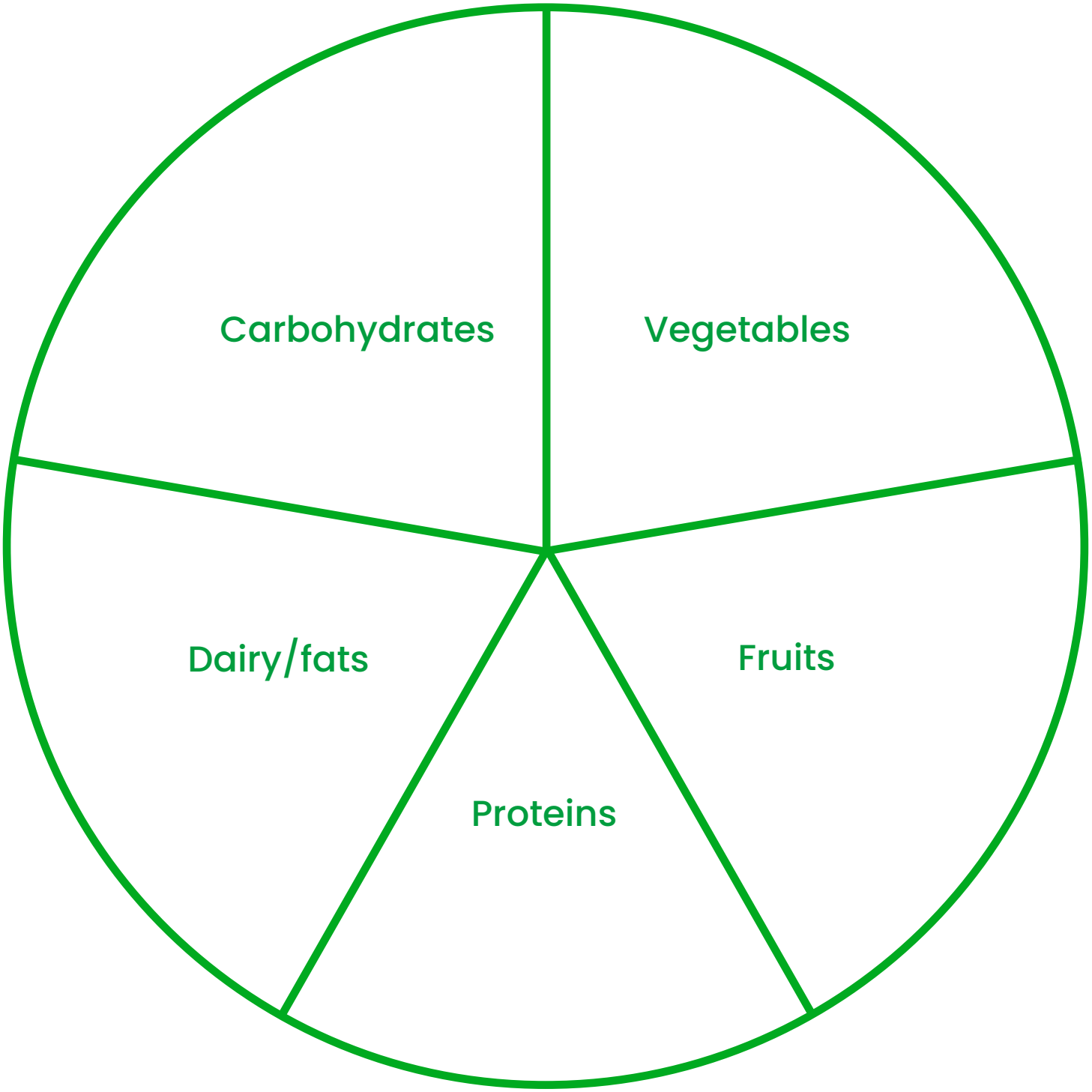
SDG 3 (Good Health and Well-being)

SDG 12 (Responsible Consumption)

Students may identify additional SDGs if they can justify the connection.

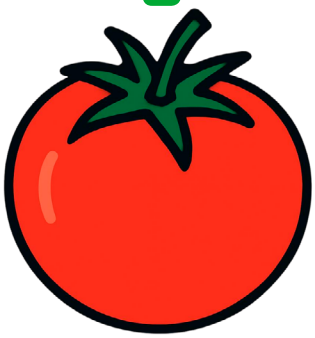
Click here to download game assets

Build Your Plate!



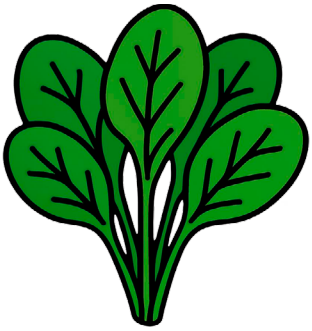
PLENTY TOKENS

P



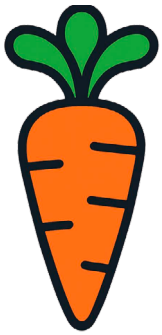
TOMATO

P



SPINACH

P

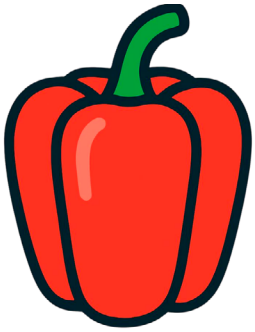


CARROTS

P

BROCCOLI

P



CAPSICUM

P

BROWN RICE

P

OATS

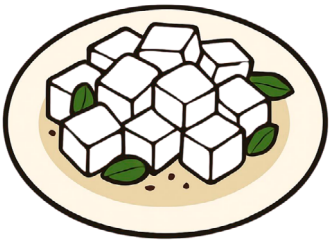
P

WHOLE WHEAT FLOUR

P

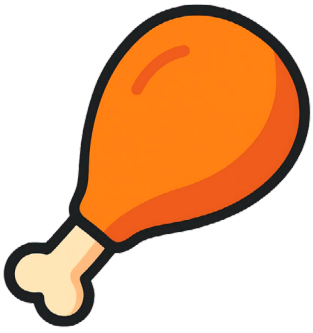
FISH

P



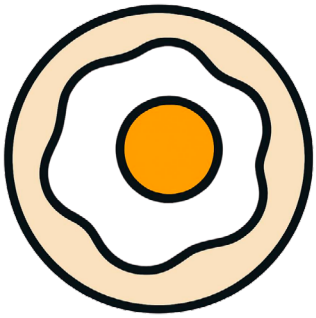
PANEER

P



CHICKEN

P

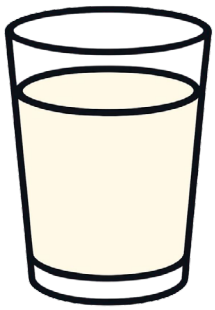


EGGS

P

CHICKPEAS

P

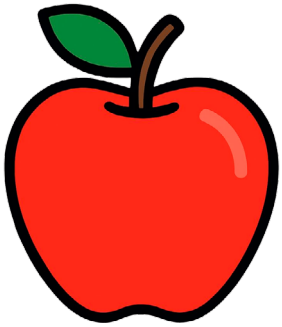


MILK

P

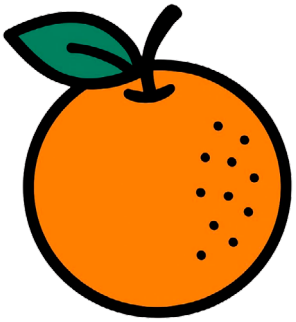
CURD

P



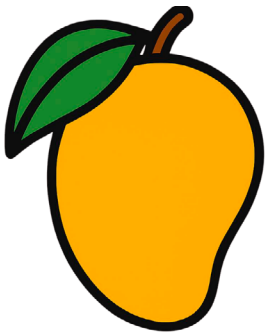
APPLE

P



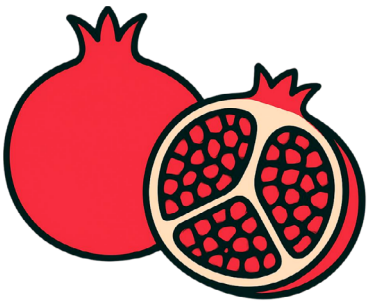
ORANGE

P



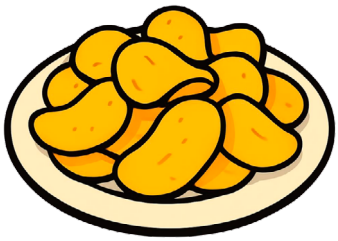
MANGO

P



POMEGRANATE

P



POTATO CHIPS

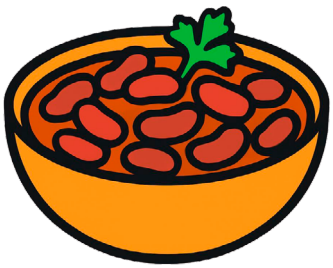
P

CHOCOLATE BAR

P

GHEE

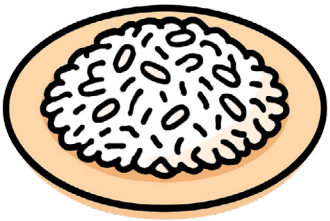
P



KIDNEY BEANS

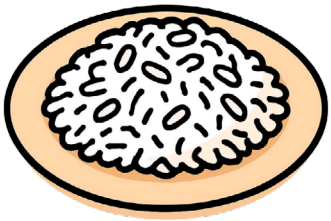
SCARCITY TOKENS

S



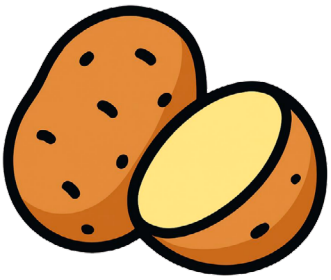
WHITE RICE

S



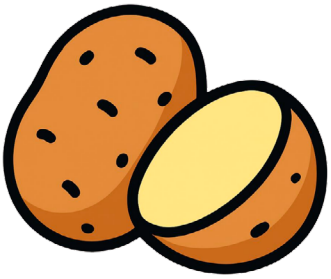
WHITE RICE

S



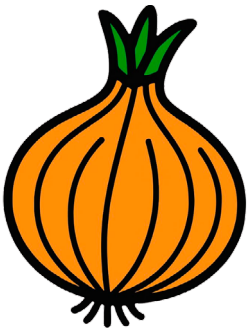
POTATO

S



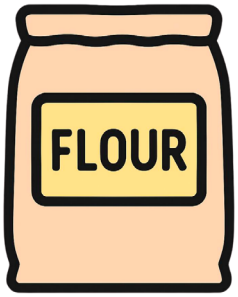
POTATO

S



ONION

S

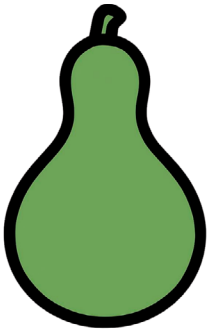


REFINED WHEAT FLOUR

S

CABBAGE

S

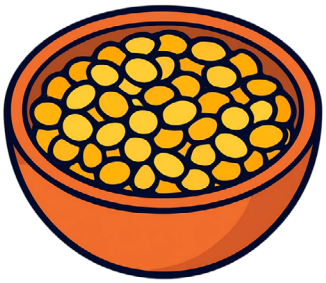


BOTTLE GOURD

S

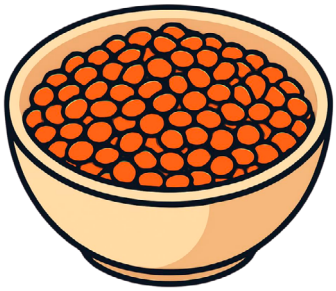
PARBOILED RICE

S



TOOR DAL

S

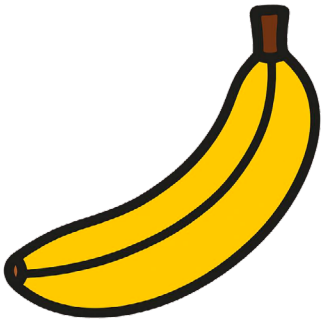


MASOOR DAL

S

VEGETABLE OIL

S



BANANA

S

SALTED BISCUITS

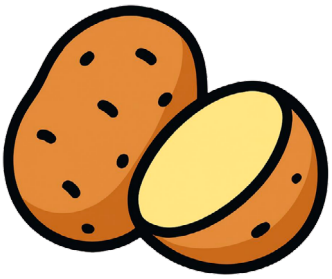
S

FRIED SNACK MIX

S

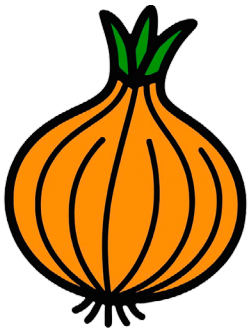
SUGAR CANDY

S



POTATO

S

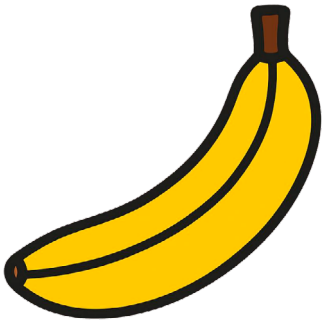


ONION

S

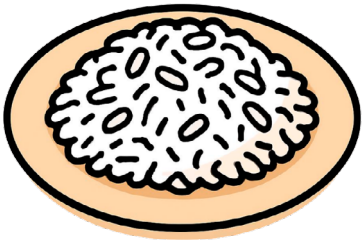
GROUNDNUTS

S



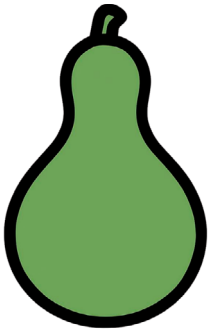
BANANA

S



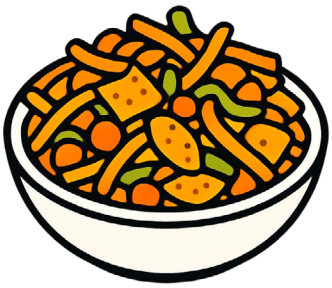
RICE

S



BOTTLE GOURD

S



FRIED SNACK MIX

Education Journey 3

Objective:

To help students understand how a child's educational journey is shaped by multiple factors such as access to schools, gender norms, household responsibilities, economic conditions, language, infrastructure and social support. The activity encourages students to see education as a system influenced by opportunities and barriers beyond individual effort.

Game Materials

1. Printable game board with a path from Home to Graduation
2. Player tokens (use coins, buttons, etc.)
3. One dice (use any regular dice)
4. Opportunity Cards
5. Barrier Cards
6. Space for students to sit or stand around the board

Number of Players

3–6 players

Duration of the Game

30–35 minutes
20 minutes for discussion and reflection

How to Play

Step 1: Unequal Start

All players place their tokens on Home. Each player rolls the dice once to determine their starting position:

- If a player rolls 1, they start in square 1
- If a player rolls 6, they start in square 6

Explain clearly to students:

"This starting roll represents different life contexts, such as family support, location, early learning exposure, health, or stability. Just like in real life, not everyone begins their education journey from the same place."

This roll happens only once, at the beginning of the game.

Step 2 :Setup

- Shuffle Opportunity and Barrier Cards together and place them face down.
- Explain that the goal is to reach Graduation, but the purpose of the game is learning, not winning.

Step 3: Decide Turn Order

- Start with the child whose name comes first alphabetically.
- Play continues clockwise.

Step 4: Taking a Turn

On a player's turn:

- Roll the dice.
- Move forward by the number shown.
- Follow the instructions on the space you land on.

Star Spaces

- Some spaces on the board are marked with a star
- When a player lands on a star space, they draw one card.
- Read the card aloud and follow the instructions.

Opportunity Cards

Opportunity Cards represent supports that help children continue their education.

Barrier Cards

Barrier Cards represent real-life challenges that interrupt or slow education.

Step 5: Continuing the Game

- Players continue taking turns until one player reaches Graduation or the teacher ends the game
- Other players may still be far behind, highlighting unequal educational journeys.

Reflection On Experiences:

Use these questions to guide discussion:

1. What barriers slowed down your educational journey the most?
2. Did all players face the same barriers? Why not?
3. How did gender, location, or family responsibilities affect progress?
4. Which opportunities made the biggest difference, and why?
5. At the start of the game, some players moved ahead because of the first dice roll. How did that make you feel if you started ahead or behind?
6. Do all children in India begin their education with the same support systems?
7. What can schools, communities, and public systems do to reduce these gaps?
8. Which SDGs are connected to this game?

SDGs Covered

SDG 4 – Quality Education

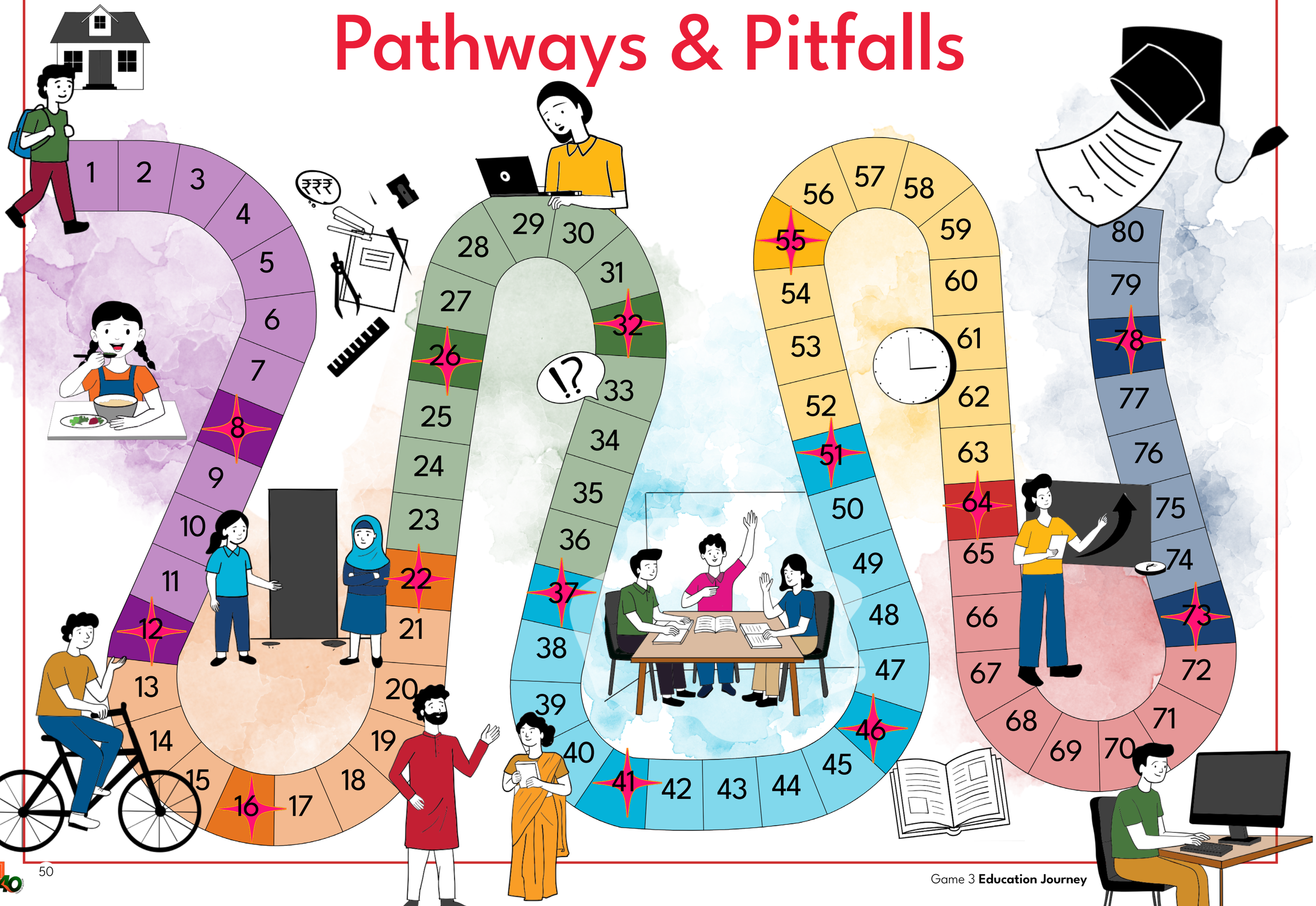
SDG 5 – Gender Equality

SDG 10 – Reduced Inequalities

Students may identify additional SDGs if they can justify the connection.

Click here to download game assets

Pathways & Pitfalls



OPPORTUNITY CARDS

OPPORTUNITY CARDS

Government Scholarship

You win a merit or need-based scholarship that pays for tuition and books. .

Move forward 3 spaces

OPPORTUNITY CARDS

Supportive Teacher

A mentor spends time providing extra coaching and encouragement after school.

Move forward 2 spaces

OPPORTUNITY CARDS

Mid-Day Meal Scheme

A hot, nutritious meal is provided daily, improving your concentration and health.

Move forward 1 space & ignore the next barrier

OPPORTUNITY CARDS

Free Bicycle Distribution

You receive a free bicycle, cutting your commute time drastically.

Move forward 2 spaces & roll again

OPPORTUNITY CARDS

Community Library/Resource Centre:

A free local library opens with quiet study spaces and internet access.

Move forward 2 spaces

OPPORTUNITY CARDS

Vocational Training

You enrol in a useful trade or vocational skill class (e.g., computer skills) alongside your regular studies.

Move forward 3 spaces

OPPORTUNITY CARDS

Parents' Business Stability

Your parents successfully stabilise their income, lifting the burden of early work from you.

Move forward 2 spaces

OPPORTUNITY CARDS

Counselling Support

The school provides free mental health and career counselling, helping you manage stress and plan your future.

Move forward 2 spaces

OPPORTUNITY CARDS

Inclusive Policy

The school implements a strict anti-discrimination policy, creating a safer, more welcoming environment for all.

Move forward 1 space and add 2 to your next dice roll

OPPORTUNITY CARDS

Peer Study Group Success

You join a supportive group that helps everyone raise their grades.

Move forward 1 space and add 2 to your next dice roll

OPPORTUNITY CARDS

School Infrastructure Upgrade

Your school gets reliable, clean running water and a safe toilet block.

Move forward 2 spaces

OPPORTUNITY CARDS

Exposure to Higher Education

You take part in a visit to a local university or college, inspiring you to set higher goals.

Move forward 3 spaces

BARRIER CARDS

BARRIER CARDS

Child Labour Burden

Your family needs immediate income, forcing you to miss three weeks of classes for seasonal work.

Lose 3 turns

BARRIER CARDS

Long, Unsafe Commute

The walk to school is 5 km and unsafe, causing fatigue and risk, leading to frequent absences.

Move back 2 spaces

BARRIER CARDS

No Separate Girls' Toilet

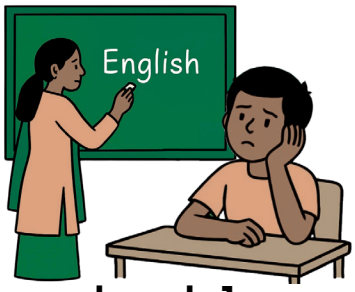
Lack of privacy and hygiene forces you to miss school during menstruation.

Lose 2 turns

BARRIER CARDS

Language of Instruction

Key subjects are taught in a language you are not comfortable with, slowing your learning.



Move back 1 space

BARRIER CARDS

Natural Disaster

Floods or heavy rains destroy school property and close the school for a long period.

Lose 1 turn

BARRIER CARDS

Unplanned Health Crisis

A sudden illness in the family requires you to spend weeks caring for a sick relative.

Lose 1 turn

BARRIER CARDS

Sibling Care Responsibility

You are asked to stay home to look after younger siblings while parents work.

Lose 1 turn

Roll a 1 or 2 on your next turn to move only 1 space

BARRIER CARDS

High Cost of Materials

You cannot afford the required lab equipment, advanced textbooks, or board exam fees.

Move back 1 space

Cannot move forward until you roll a 6

BARRIER CARDS

Teacher Absenteeism

Your key subject teacher leaves mid-year, and no replacement is found, leaving your syllabus incomplete.

Lose 1 turn

BARRIER CARDS

Social Discrimination

You face bias from peers, making you feel isolated and discouraged from participating.

Move back 1 space

BARRIER CARDS

Intermittent Power Supply

Frequent power cuts make it impossible to study effectively after dark.

Lose 1 turn

BARRIER CARDS

Gender Stereotypes

Your parents suggest studies beyond Class 10 are unnecessary for a girl.

Move back 2 spaces

Water Crisis Simulation
One Day Without Water

4

Objective

To help students experience how households make difficult choices when water becomes scarce due to climate-related events, infrastructure stress or supply disruptions. By allocating limited water across competing needs, students understand trade-offs, vulnerability, and how climate change intensifies everyday resource stress beyond individual control.

Game Materials

1. Water Drop Tokens: 20 tokens per group
   (each token represents 1 litre / 1 drop of water) plus an additional two sheets.
2. Bucket Allocation Sheets for each group:
   i. Drinking
   ii. Cooking
   iii. Bathing & Washing
   iv. Sanitation (toilets, cleaning)
   v. Livelihood / Other Needs (farming, animals, small business, etc.)
3. Climate Shock Cards

Number of Players

4–6 students per group
Multiple groups can play simultaneously

Duration of the Game

25–30 minutes for gameplay

20 minutes for discussion and reflection

How to Play

Step 1: Setup

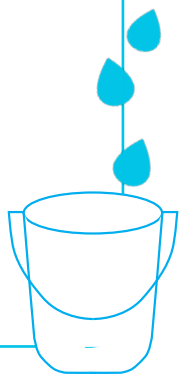
Divide students into groups. Each group gets:

- 20 Water Drop Tokens
- One Bucket Allocation Sheet with 5 labelled buckets

Explain clearly that the 20 litres represent a situation of severe water stress. This level of scarcity is not normal but can occur during droughts, heatwaves, or when water systems fail.

Step 2: Initial Water Allocation

- Groups must decide how to distribute the 20 water drops across the five buckets.
- Tokens must be physically placed into the buckets.
- Once placed, tokens remain fixed until a Climate Shock Card is introduced.
- There is no correct answer, only realistic trade-offs under constraint.



Step 3: Introduce Climate Shock Cards

The teacher can begin introducing Climate Shocks every 5-6 minutes, or after a round of allocations that the groups have finished. The teacher reads it aloud to all groups.

Step 4: Reallocation After Each Shock

- After each shock, groups must immediately add, remove, or redistribute water drops as instructed.
- Once reallocated, the new distribution stays until the next shock.

Step 5: Continue Through Multiple Shocks

- The teacher introduces 3–5 Climate Shock Cards.
- With each shock, groups are forced to rethink priorities and make sacrifices.

- The activity ends when All shocks are completed, or *Time runs out*.

Step 6: Group Presentations

Each group briefly presents:

- Their final water allocation
- Which needs were prioritised
- Which needs were reduced or sacrificed
- How climate shocks changed their decisions

Reflection On Experiences:

1. Which daily needs were hardest to meet with only 20 litres of water?
2. How did climate shock cards change your original allocation plan?
3. Did you have to sacrifice any basic needs? How did that feel?
4. How do real households in water-scarce areas manage repeated shortages?
5. Why does climate change increase stress on water systems?
6. What collective solutions (rainwater harvesting, fixing leaks, water reuse, public supply systems) can reduce water stress?
7. Which SDGs are covered in this game?

SDGs Covered

SDG 6 – Clean Water and Sanitation

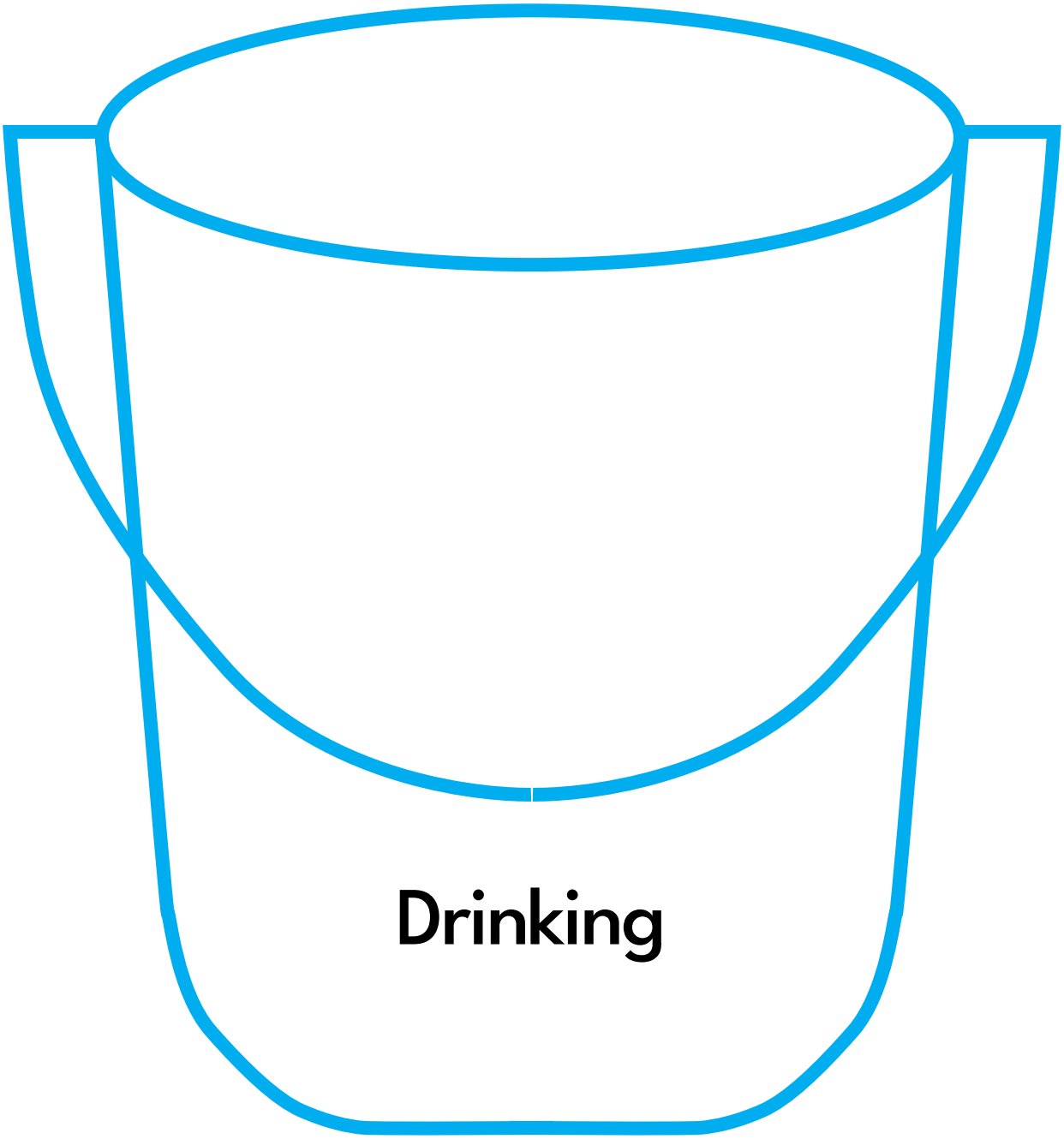
SDG 13 – Climate Action

Students may identify additional SDGs if they can justify the connection.

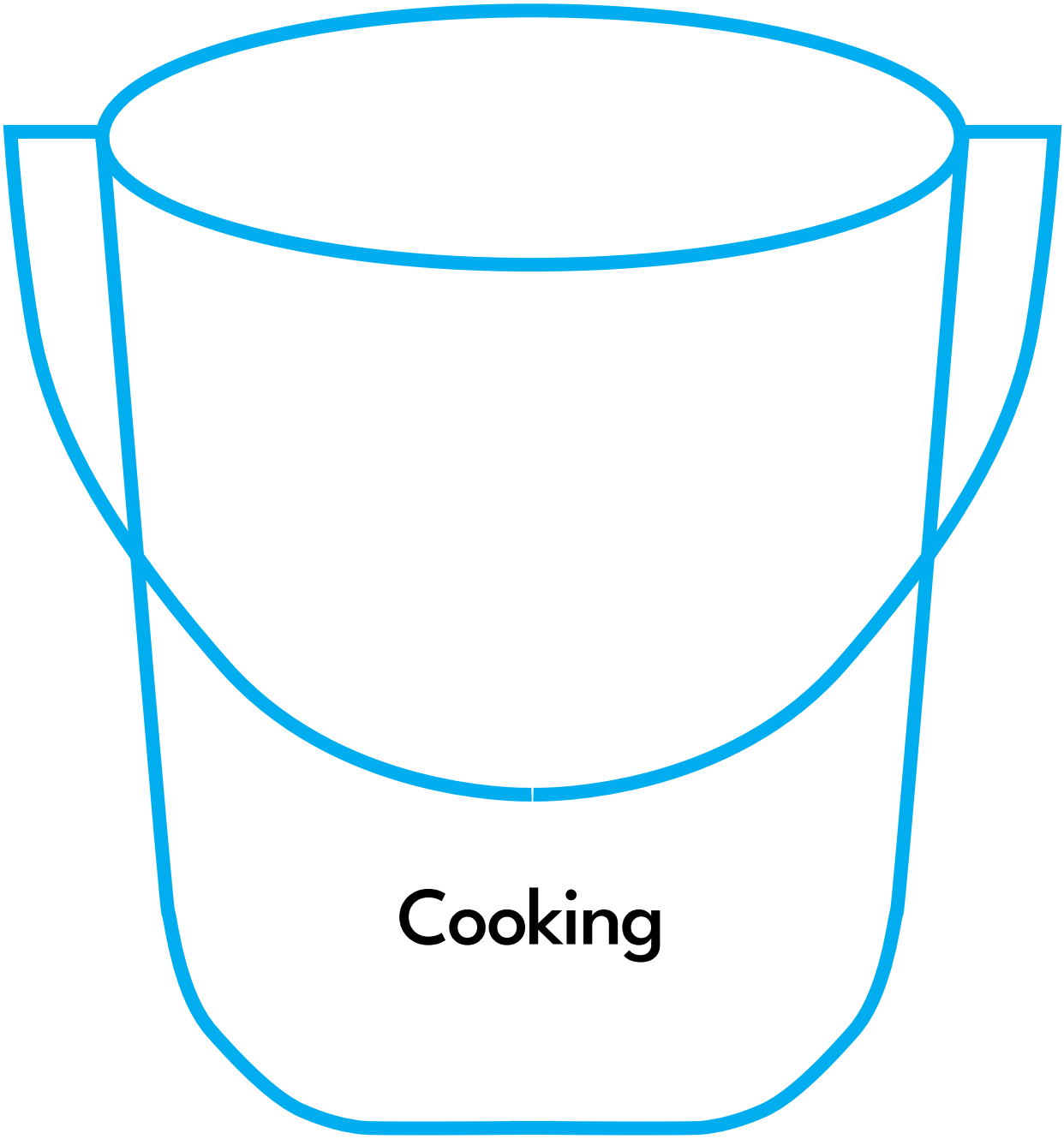
Click here to download game assets


1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre
1 Litre

Allocation Buckets

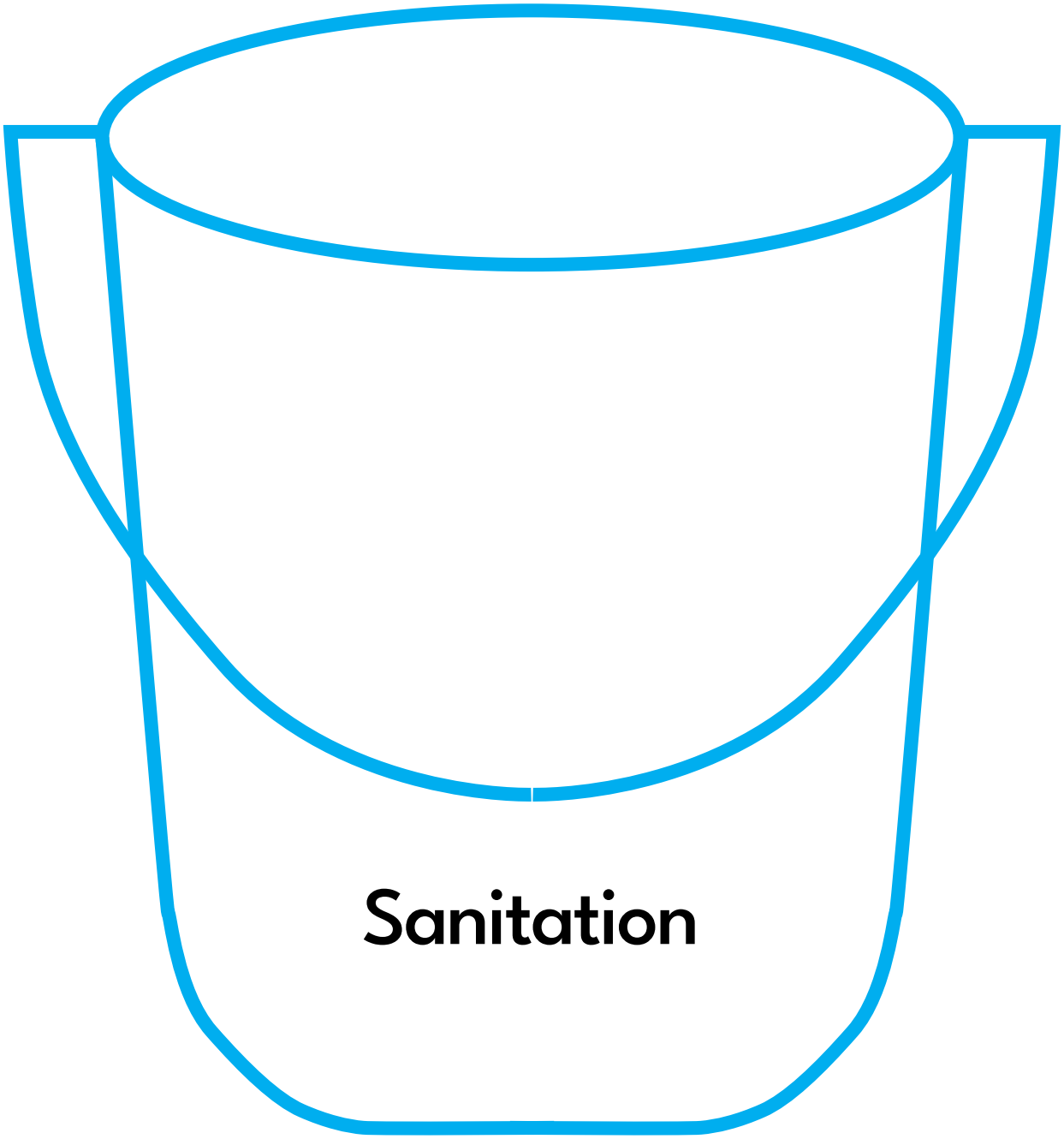


Allocation Buckets

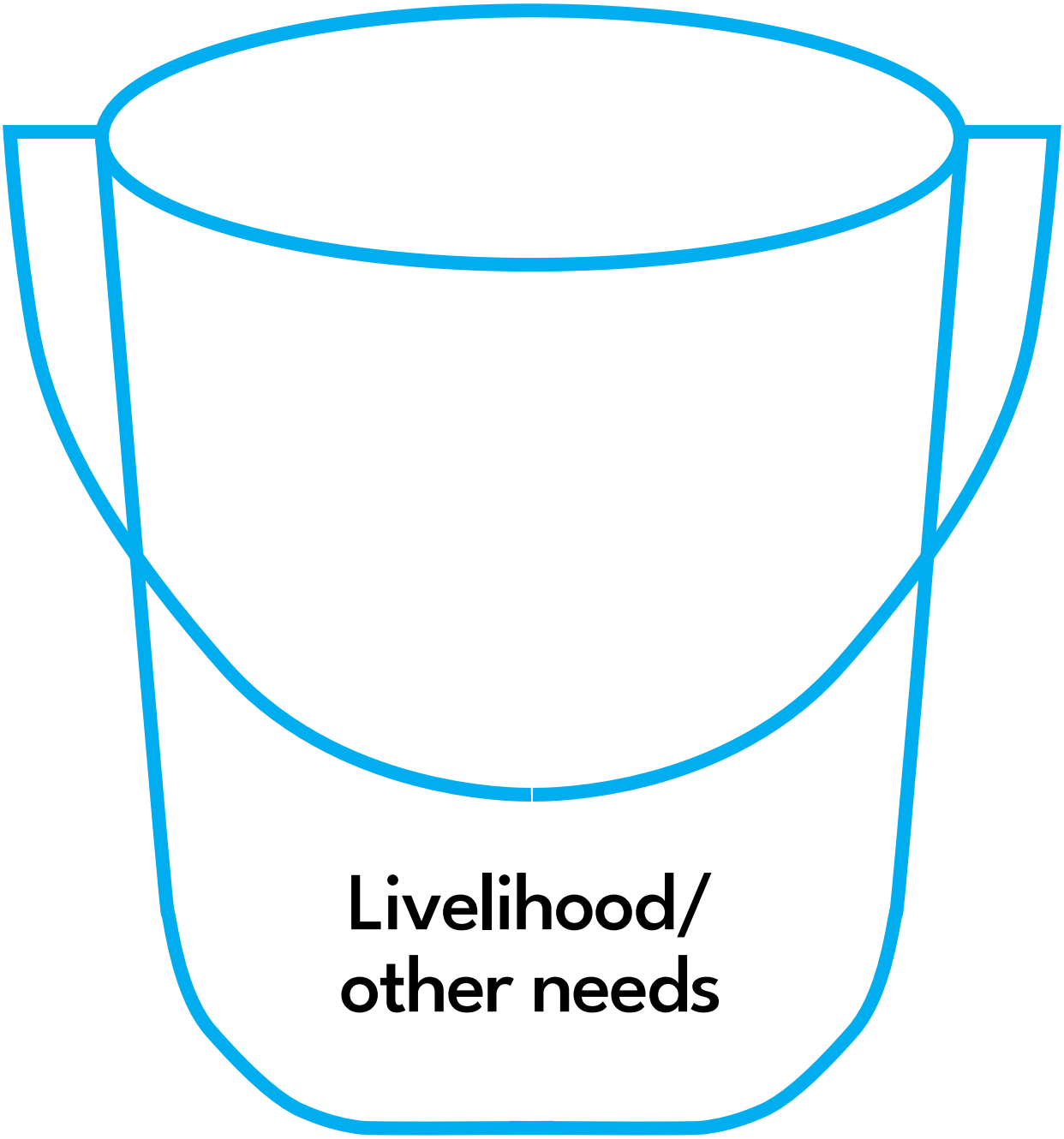


Allocation Buckets

Allocation Buckets



Allocation Buckets

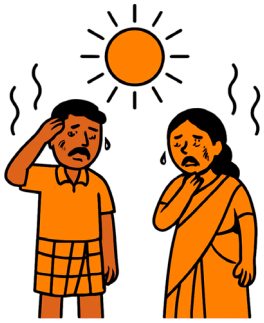


CLIMATE SHOCK CARDS

CLIMATE SHOCK CARD

Heatwave

Drinking needs increase



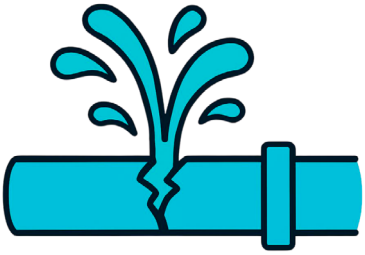
Reallocate 5 litres

to your drinking bucket

CLIMATE SHOCK CARD

Major Pipe Leaks

Water wastage



Lose 4 litres

from any allocation buckets

CLIMATE SHOCK CARD

Rainwater Harvesting

Water Saving

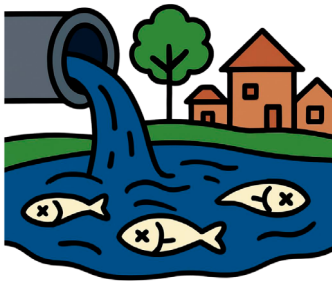
Get 3 new litres

and allocate to any bucket

CLIMATE SHOCK CARD

Contamination

Water undrinkable



Discard all

allocated cooking and drinking water

CLIMATE SHOCK CARD

Small Leak Fixed

Community effort

Get 2 new litres

and allocate to any bucket

CLIMATE SHOCK CARD

Livestock Thirst

Urgent need

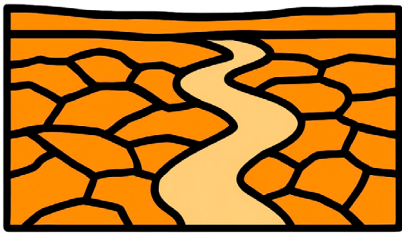
Reallocate 3 litres

to livelihood / other needs bucket

CLIMATE SHOCK CARD

Prolonged Drought

Scare supply



Lose 2 litres

from any allocation.

CLIMATE SHOCK CARD

Monsoon Flooding

Access blocked

Lose 1 litre

from each allocation bucket

Who Controls the Switch?
Energy Power Mapping Game

5

Objective

To help students understand that energy use and energy saving are shaped not only by awareness or intention, but by who controls decisions, who bears the cost, and how systems are designed. The activity encourages students to recognise that responsibility for energy efficiency is shared across households, institutions, and governance systems.

Game Materials

Energy Situation Cards

Number of Players

Whole class divided into 6 groups :

- Student,
- Parent/Guardian,
- Teacher/School Management,
- Shop Owner/Employer,
- Government/Local Authority,
- Electricity Department/Utility

Duration

30–35 minutes total (Includes continuous discussion during play)

How to Play

Step 1: Set the Context

The facilitator explains clearly:

"People are often told to save electricity. But the person who notices waste is not always the person who can change it. This activity helps us see where control, cost, and responsibility actually lie."

Step 2: Form Groups and Assign Roles

- Divide class students into 6 groups
- Each group receives one Role Card.
- Students must speak from their role's perspective, not personal opinion.

Step 3: Present an Energy Situation

The facilitator reads one Energy Situation Card and the questions aloud. For each question, the group that feels it is responsible raises their hand. The discussion is then facilitated to show how energy problems are addressed at different levels, with solutions often resting in different roles, systems, or institutions.

Step 4: Move to the Next Card

The facilitator reads the next Energy Situation Card mentioned in Steps 3. Reflection continues throughout the activity.

SDGs Covered

SDG 7 – Affordable and Clean Energy

SDG 12 – Responsible Consumption and Production

SDG 13 – Climate Action

Students may identify additional links with justification.

Click here to download game assets

ENERGY Situation Cards

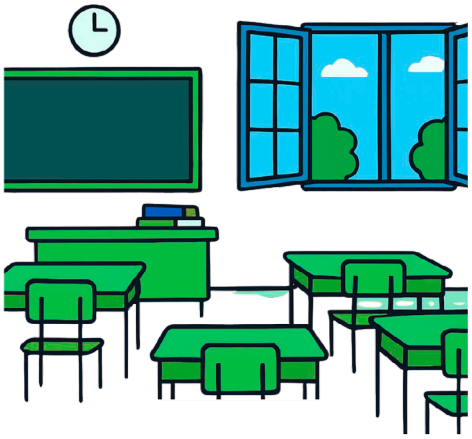
Computer Lab Left On During Breaks

In a school, the computer lab is used for one period before lunch. After the class leaves, computers, monitors, fans, and air-conditioners remain swiAtched on for over an hour. Students assume the next class will use the lab soon, so no one switches anything off.

1. Who notices that the lab is empty but still using electricity?
2. Who can switch off computers and ACs during breaks?
3. Who pays for electricity used when no one is learning?
4. Who is affected if this happens every day?

Who controls the switch?

Using Natural Light in a Government School Classroom

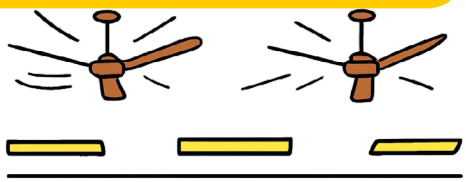


In a government higher secondary school, classrooms have large windows and open corridors. During afternoon classes, students notice that enough sunlight enters the room. Instead of switching on tube lights, the class decides to keep lights off and use fans only when needed. The teacher supports this practice and reminds students to check lighting before turning switches on.

1. Who noticed that sunlight was enough and lights were not needed?
2. Who helped decide to keep the lights switched off?
3. Who saves electricity and school money because of this decision?
4. How does this habit help the school and environment over time?

Who controls the switch?

Empty Staffroom Using Power



In a school , the staffroom lights, fans, and phone chargers remain on even after teachers leave for the day. Since electricity bills are paid by the school, no one takes it seriously.

1. Who notices lights and fans left on in the empty staffroom?
2. Who is responsible for switching them off before leaving?
3. Who pays the electricity bill for unused power?
4. Who is affected when such waste becomes normal?

Who controls the switch?

Planned Pick-Up Time After School

In an urban private school, parents and van drivers used to wait for long periods after school hours with engines running. After repeated congestion and fuel use, parents coordinated different pick-up timings for different classes. As a result, vehicles arrive closer to dismissal time, engines are switched off while waiting, and students are picked up smoothly.

1. Who realised that long waiting time was wasting fuel?
2. Who coordinated different pick-up timings?
3. Who saves fuel and transport costs because of better planning?
4. Who benefits from less pollution around the school gate?

Who controls the switch?

Old Refrigerator in School Canteen

The school canteen uses an old refrigerator without any energy rating. It consumes high electricity and runs continuously, even when the canteen is closed for exams or holidays. The canteen operator delays replacement due to cost concerns.

1. Who notices that the refrigerator runs all the time?
2. Who can decide to repair or replace the old appliance?
3. Who pays higher electricity costs because of inefficiency?
4. Who is affected if inefficient appliances continue to be used?

Who controls the switch?

Overuse of School Lift

In a school building, students and staff frequently use the lift even to travel one floor. There are no clear rules on lift use. Electricity consumption and maintenance costs increase, but the expense is shared, so no one feels accountable.

1. Who notices the lift being used for short distances?
2. Who can make rules about lift usage?
3. Who pays for higher electricity and maintenance costs?
4. Who is affected if the lift is overused every day?

Who controls the switch?

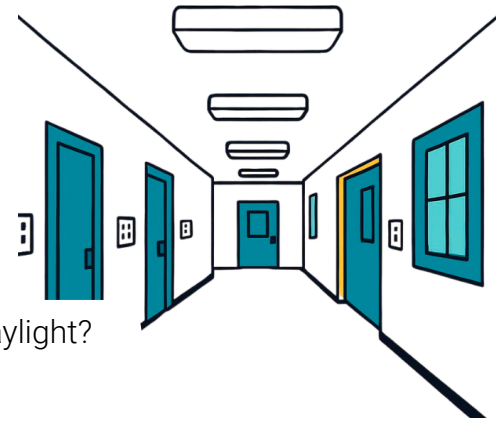
End-of-Day Power Checklist

In a matriculation school, the management noticed that electricity bills were increasing. They introduced a simple checklist for the last teacher leaving each block. Lights, fans, projectors, computers, and water pumps are checked before locking classrooms. Teachers rotate this responsibility weekly, and students are also informed about the practice.

1. Who noticed that electricity was being wasted after school hours?
2. Who is responsible for checking and switching off appliances?
3. Who benefits from lower electricity bills due to this system?
4. How does this practice influence students' behaviour?

Who controls the switch?

Corridor and Staircase Lights Always On



In a large government school, corridor and staircase lights remain switched on throughout the day, even when there is enough daylight. The switches are poorly labelled, and wiring issues make it difficult to control individual lights. Complaints are raised, but repairs are delayed.

1. Who notices lights remaining on even during daylight?
2. Who can fix wiring or improve switch controls?
3. Who pays for electricity wasted due to poor maintenance?
4. Who is affected when repairs are delayed?

Who controls the switch?

Water Pump Running Longer Than Needed

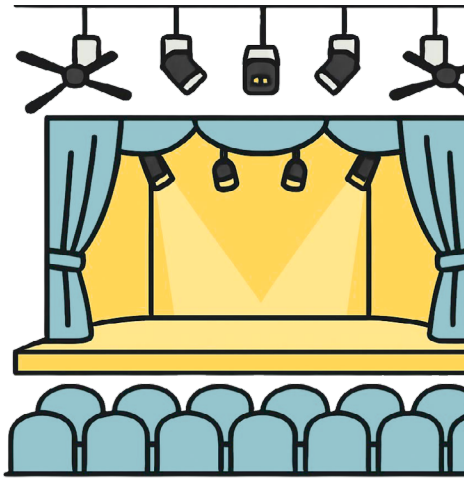
The school uses an electric motor to fill the overhead water tank. There is no automatic cut-off, and the pump often runs even after the tank is full. Teachers assume the caretaker is monitoring it, while the caretaker assumes someone else will inform him.

1. Who notices that the water tank is full but the pump is still running?
2. Who can switch off or automate the pump?
3. Who pays for electricity wasted by over-pumping?
4. Who is affected if water and energy are wasted daily?

Who controls the switch?

Energy Overuse During School Annual Day

During the school annual day in an urban Indian school, decorative lights, stage spotlights, LED screens, sound systems, and air-conditioners are switched on from early morning for rehearsals. Even during long gaps between practice sessions, all equipment remains running. After the event ends late in the evening, some lights and cooling systems continue to stay on because everyone is tired and assumes someone else will switch them off.



1. Who notices that lights, sound systems, and ACs are running even when not needed?
2. Who has the authority to decide when equipment should be switched on or off during rehearsals and breaks?
3. Who pays for the extra electricity used during the event?
4. Who is affected when large school events use more energy than necessary?

Who controls the switch?

Fair Work Courtroom
The Case of Decent Work

6

Objective:

To help students analyse real-life work situations and understand how fairness at work is shaped by laws, power relations, social identity, access to resources and economic conditions. Through collective discussion, students explore how some groups face greater risks of unsafe work, low pay, or discrimination due to systemic inequalities rather than individual failure.

Game Materials

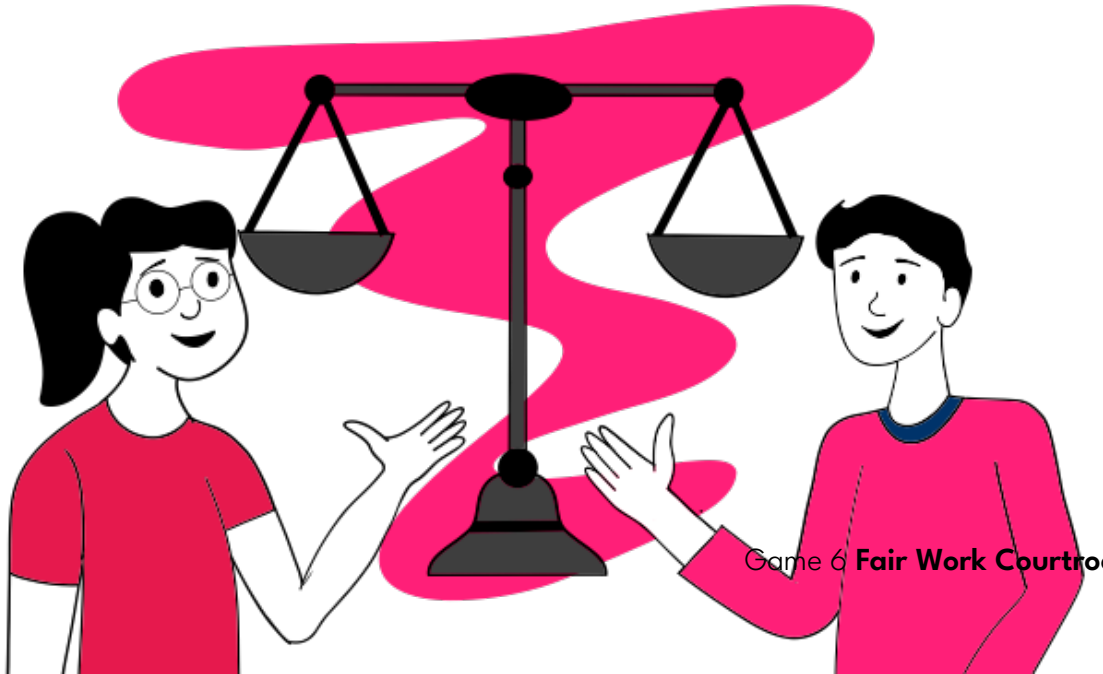
No physical materials required
Optional: Case scenarios written on cards, chart paper, or read aloud by the teacher

Number of Players

Whole class activity (*students take on different roles within the same case).*

Duration of the Activity

30–35 minutes for role-play and discussion
20 minutes for reflection and solution-building



How to Play

Step 1: Set the Courtroom

- The classroom becomes a **mock courtroom**.
- The teacher acts as the **facilitator**.
- Students are assigned or volunteer for roles such as:
    - Worker / Affected Individual (Plaintiff)
    - Employer / Authority Figure (Defendant)
    - Witnesses (community members, co-workers, family)
    - Jury (majority of the class)
    - Policymakers (small group representing the government)

Explain that the goal is collective understanding, not winning arguments.

Step 2: Present the Case

- The teacher reads one case scenario aloud.
- The case describes a real-world situation related to unfair or unsafe work, discrimination, or unequal access to opportunity.

Step 3: Hearing the Voices

- Each role briefly presents their perspective:
    - The Worker explains lived experience and impact
    - The Employer or Authority responds
    - Witnesses add social, health, or economic context
- The Jury listens carefully without interrupting.

Step 4: Jury Deliberation

The Jury discusses and decides collectively:

- Does this case represent Fair Work or Unfair Work?
- Who is most affected, and why?

The focus is on reasoning, not blame.

Step 5: Policy Makers Propose Solutions

After the Jury reaches consensus, policymakers suggest solutions under two categories:

Short-Term Solutions

- Immediate actions to reduce harm
- Examples: safety gear, rest breaks, stopping child labour, access to clean water, emergency support

Long-Term Solutions

- Structural and systemic changes
- Examples: stronger labour laws, enforcement, social security, inclusive workplace policies, awareness and accountability mechanisms

The teacher supports this stage by briefly explaining how such systems work in real life.

Reflection On Experiences:

1. Which groups were most affected in this case, and why?
2. How do unsafe or unfair work conditions affect families and communities?
3. Why is decent work a social justice issue, not just an economic one?
4. What immediate steps can reduce harm?
5. What long-term changes are needed to ensure fair work for all?
6. Which SDGs are covered in this activity?

SDGs Covered

SDG 8 – Decent Work and Economic Growth

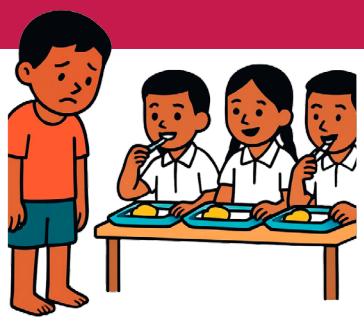
SDG 10 – Reduced Inequalities

Students may identify additional SDGs if they can justify the connection.

Click here to download game assets

Fair Work Courtroom

The Midday Meal Exclusion



A child from a Scheduled Caste family is made to sit separately on the floor during the government's midday meal at school. Other students and some staff members refuse to eat near them.

SOCIAL ISSUE: Caste Based Descrimination

Fair Work Courtroom

The Exam Stress Overtime

A private school teacher is forced to work from 7 AM to 7 PM during exam weeks, preparing materials and grading papers, without any extra pay or official contract protection. If they complain, they are told they will be replaced.

SOCIAL ISSUE: Exploitative Work Hours/ Lack of Protection

Fair Work Courtroom

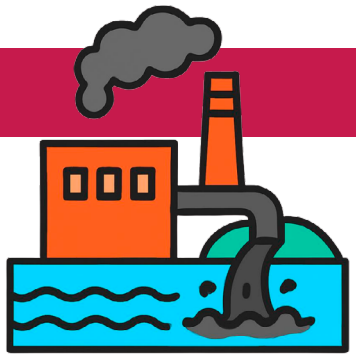
Pollution Pay Penalty

Workers at a local brick kiln are regularly exposed to dust and toxic fumes, causing chronic coughs. Their employer refuses to provide protective gear, stating that providing masks would cut into their daily wages.

SOCIAL ISSUE: Unsafe Working Conditions

Fair Work Courtroom

The Toxic Groundwater Trap



A village located next to a dye and chemical factory faces polluted wells and farmland due to years of untreated waste dumping, causing health problems among children and loss of livelihoods for farmers.

SOCIAL ISSUE: Environmental Injustice/ Health Crisis

Fair Work Courtroom

The Sanitation Stigma

A young woman is working as part of a municipal team responsible for cleaning public sewers. The community ostracises her and her family because of the nature of her work, even though it is essential for public health.

SOCIAL ISSUE: Caste/Occupation-Based Stigma

Fair Work Courtroom

The Unpaid Intern

A college student agrees to a six-month "unpaid internship" at a small local marketing firm. She works 8 hours a day, performing the same tasks as paid employees, but receives no salary, mentorship, or promise of a future job.

SOCIAL ISSUE: Unpaid/Exploitative Internships

Green City Builder
Collaborative City Solutions 7

Objective:

To help students collaboratively examine urban challenges such as congestion, pollution, flooding, heat stress, and service gaps and explore how cities can be planned to address these issues through infrastructure, public systems, and inclusive design.. The activity encourages systems thinking about how coordinated planning, governance, and community participation shape sustainable and climate-resilient cities.

Game Materials

1. Large sheets of paper or chart paper
2. Colour pens, pencils, or crayons

Number of Players

Small groups of 4–6 students

Whole class discussion at the end

Duration of the Activity

30–35 minutes for group discussion and planning

20 minutes for drawing and presentations

How to play

Step 1: Introduce the Urban Challenge

The teacher selects one urban challenge and reads the scenario aloud

Step 2: Group Discussion

- Students are divided into small groups.
- All groups work on the same urban challenge.
- There are no fixed roles and no competition.
- Groups discuss:
  - Who is most affected by this problem
  - What systems are failing or missing
  - What constraints (land, money, infrastructure) exist

Step 3: Short-Term Solutions

Groups first identify **short-term actions** that can be implemented quickly, such as:

- Improving waste segregation and collection
- Repairing drains or fixing leaks
- Increasing public transport frequency
- Temporary cooling measures (shade, water points)
- Public communication and awareness measures

Step 4: Long-Term Solutions

The teacher then guides students to think about long-term planning, including:

- Climate-resilient infrastructure
- Expanded and affordable public transport systems
- Renewable energy integration
- Green spaces and urban forests
- Inclusive digital and civic services

Step 5: Sharing and Collective Refinement

- Each group presents its ideas.

The class identifies the **strongest solutions**, regardless of which group suggested them.

Students are encouraged to **combine and improve ideas**, showing that effective city planning is collaborative.

Step 6: Build the Model City

- Students are instructed:
  "Now that you have heard your friends, use as many of the best short-term and long-term solutions as you can and draw how your model city should look."
- Groups draw their vision of a green, inclusive, and resilient city.

Reflection On Experiences:

1. Which urban problems felt most urgent, and why?
2. Which solutions were easier to suggest, and which were harder?
3. Why do cities need both short-term action and long-term planning?
4. Why is collaboration across departments and communities essential in city planning?
5. How can citizens engage with city planning processes while recognising that large-scale change requires public systems?
6. Which SDGs are covered in this activity?

SDGs Covered

SDG 9 – Industry, Innovation and Infrastructure

SDG 11 – Sustainable Cities and Communities

SDG 13 – Climate Action

Students may identify additional SDGs if they can justify the connection.

Click here to download game assets

Green City Builder

The Monsoon Flooding Crisis

Your city experiences severe localised flooding every monsoon season, even after just a few hours of rain. Drains overflow, streets become submerged, and essential services (schools, hospitals) are disrupted for days.

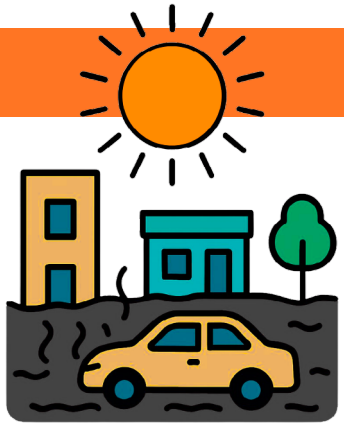
URBAN CHALLENGE

Green City Builder

The Heat Island Effect

Due to extensive use of concrete and lack of green spaces, your city is experiencing dangerously high temperatures during summer heatwaves, making public parks unusable and increasing the demand for energy-intensive air conditioning.

URBAN CHALLENGE



Green City Builder

Chronic Traffic Congestion

Nearly every family uses a private car or scooter, leading to massive traffic jams during peak hours. This results in wasted fuel, lost productivity, and extreme levels of air pollution across the city.

URBAN CHALLENGE

Green City Builder

The Overflowing Waste Piles

The city's waste management system is broken. Garbage collection is irregular, leading to large, open waste dumps in public areas. This attracts pests, contaminates local water sources, and releases harmful methane gas.

URBAN CHALLENGE

Green City Builder

The Water Scarcity Threat

Your city relies heavily on a distant river/reservoir, but due to repeated droughts and poor infrastructure maintenance (leaky pipes), the municipal water supply is restricted to only a few hours every two or three days.

URBAN CHALLENGE

Green City Builder

The Digital Divide

Essential city services (bill payments, school applications, transport info) are increasingly moving online. However, many low-income areas have unreliable internet access and limited public digital literacy centres, excluding a large part of the population.

URBAN CHALLENGE

Earth Protectors Circle

8

Objective

To help students understand how human activities affect ecosystems such as oceans, forests, rivers, and wildlife, and how these impacts are closely linked to climate change. The activity encourages students to recognise environmental protection as a shared outcome shaped by policies, livelihoods, markets, infrastructure, and collective choices, rather than individual effort alone.

Game Materials

1. Positive Impact Cards
2. Negative Impact Cards
3. Open space for students to stand in a circle

Number of Players

Whole class activity (Suitable for large groups)

Duration of the Activity

20–25 minutes for the activity

15–20 minutes for discussion and reflection

How to play

Step 1: Form the Circle

- Students stand in a large circle.
- The teacher mixes Positive and Negative Impact Cards into one deck and places them at the centre.

Explain clearly:

The steps forward or backwards do not judge people. They help us visualise how certain actions or systems move us closer to or further from healthy ecosystems

Step 2: Drawing Cards

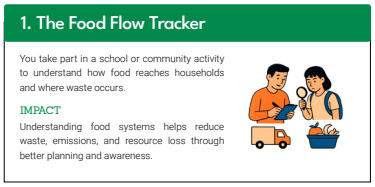
- Students take turns drawing one card at a time.
- The card is read aloud so everyone can hear.

Step 3: Responding to the Card

Reflection happens immediately in this activity after each card is drawn, not only at the end.

If a Positive Impact Card is drawn:

- The student takes one step forward.
- The student briefly responds to: What made this positive impact possible?
  (For example: policy support, access to services, community effort, information, or infrastructure.)



If a Negative Impact Card is drawn:

- The student takes one step back.
- The student briefly explains: Why the action harms nature, and What system-level change (policy, regulation, access, alternatives) could reduce this harm?

This ensures continuous reflection rather than delayed discussion.

Step 4: Visual Learning

As the activity continues, students observe how:

- Some systems and choices move society closer to environmental protection
- Other systems push ecosystems towards damage
- The circle shows interconnected impact, not individual blame

Step 5: Continue the Circle

- The activity continues until most students have drawn a card or time runs out.
- No one is eliminated, the focus remains on understanding patterns and connections.

SDGs Covered:

SDG 13 – Climate Action

SDG 14 – Life Below Water

SDG 15 – Life on Land

Click here to download game assets

POSITIVE IMPACT CARDS

The Food Flow Tracker

You take part in a school or community activity to understand how food reaches households and where waste occurs.

IMPACT

Understanding food systems helps reduce waste, emissions, and resource loss through better planning and awareness.

Ocean-Friendly Shopping

You refuse to buy products containing microbeads (tiny plastic particles) and switch to a solid soap bar instead of bottled wash.

IMPACT

This directly reduces microplastic pollution entering rivers and oceans, protecting marine life and food chains.

The Coastal Defender

You join a local group that plants and protects mangrove saplings along the coastline.

IMPACT

Mangroves are excellent blue carbon sinks, storing up to four times more carbon than land forests. They also protect coastal communities from storm surges (SDG 13 resilience).

POSITIVE IMPACT CARDS

Zero-Waste Hydration

You strictly use a reusable water bottle and coffee cup every day, avoiding all single-use plastic drink containers.

IMPACT

Impact: This significantly reduces demand for virgin plastic production, which is highly energy-intensive and lowers the amount of waste that ends up in landfills and nature.

Carrying Home-Cooked Food

You bring food from home in a reusable container instead of buying packaged snacks or meals outside.

IMPACT

Impact: This reduces plastic packaging waste, lowers demand for processed foods, and cuts the energy and emissions involved in food packaging, transport, and disposal.

The River Clean-Up

You organise or join a drive to collect trash and clear debris from the banks of a nearby river.

IMPACT

Impact: Stopping pollution at the source prevents plastic and chemicals from reaching the ocean, protecting both freshwater and marine biodiversity.

POSITIVE IMPACT CARDS

Powering Down Devices

You make it a habit to switch off the main plug point (not just the remote) for all electronics when you leave the house.

IMPACT

Impact: This conserves energy, which in turn reduces the need for fossil fuel power generation, thereby decreasing overall GHG emissions.

Advocating for Greenspace

You write a letter to your local council supporting a proposal to turn an empty lot into a new urban garden or park.

IMPACT

Impact: Increasing urban greenspace improves air quality, provides habitat for local species (biodiversity), and mitigates urban heat.

NEGATIVE IMPACT CARDS

Open Burning of Household Waste

You burn mixed household waste (plastic, leaves, and packaging) near your home or street to "clean up" quickly.

IMPACT

Burning waste releases toxic pollutants and greenhouse gases, harms human health, and contributes to air pollution and climate change.

Festival Waste Dumping

After a local festival or religious event, plastic plates, food waste, and decorations are dumped near a lake, river, or roadside.

IMPACT

Festival waste blocks drains, pollutes water bodies, harms animals, and increases methane emissions as organic waste decomposes unmanaged.

The Pesticide Spill

You misuse powerful chemical pesticides in your home garden, and the runoff drains directly into the local stream.

IMPACT

These chemicals pollute water bodies, killing fish and other aquatic life, severely damaging the health of freshwater ecosystems.

NEGATIVE IMPACT CARDS

The Fast Fashion Habit

You buy a cheap new T-shirt every week. They are often made from synthetic materials and require huge amount of energy and water to produce.

IMPACT

Impact: Supports a highly polluting, resource-intensive industry that generates significant GHG emissions and massive textile waste globally.

Poaching/Illegal Hunting

You are aware that someone in your area engages in illegal hunting or wildlife trade (poaching) for personal gain.

IMPACT

Impact: Directly destroys local biodiversity by pushing vulnerable animal populations towards extinction, disrupting the entire ecosystem.

Running the Tap Faucet

You leave the water running for several minutes while you brush your teeth or wait for the shower to heat up.

IMPACT

Wasting processed water uses unnecessary energy for purification and pumping, which increases the energy sector's GHG emissions.

NEGATIVE IMPACT CARDS

The Plastic Wrap Obsession

You pack every lunch item separately in cling film or plastic sandwich bags, which go straight to the bin after one use.

IMPACT

Impact: Contributes heavily to non-recyclable plastic waste, increasing landfill size and the likelihood of plastic entering the environment.

Ignoring the Leak

You notice a slow, dripping water leak in a public tap or your school bathroom but decide it's not your problem and do not report it.

IMPACT

Impact: Leads to the inefficient use of clean water and wastes the energy used to treat and pump that water, increasing the carbon footprint.

Closing Note: Learning, Participation, and Shared Responsibility

The Sustainable Development Goals invite us to look closely at how everyday life is shaped by decisions, systems, and shared resources. Through the activities in this manual, students are encouraged to explore real-world challenges, understand different perspectives, and reflect on how access, infrastructure, policies, and social conditions influence outcomes.

The aim is not to arrive at simple answers, but to build curiosity, critical thinking, and the ability to ask informed questions about how development and sustainability actually work.

Understanding the SDGs is an important first step toward meaningful participation. When young people are informed and engaged, they can take part in discussions at home, in school, and in their communities, and better understand how collective action and public institutions contribute to change. Sustainable development is a shared responsibility, one that involves governments, communities, organisations, and citizens working together over time. This manual hopes to support students in becoming thoughtful participants in that shared journey.

Teacher's Guide for Using the SDG Toolkit

1. Purpose

This annexure supports teachers in using the SDG Games Manual thoughtfully. The games are designed to build understanding, critical thinking, and civic awareness, not to promote specific behaviours or campaigns. Facilitators should help students understand how systems, policies, and access shape outcomes, recognise inequalities without blame, and practise respectful dialogue.

2. Safe and Inclusive Learning Environment

Some games address broad social and environmental challenges. Facilitators should set clear norms for respectful discussion and emphasise that games simulate situations, not personal experiences. Students should not be asked to share personal or family circumstances.

Facilitators must not introduce or prompt discussions on sensitive or divisive topics such as caste, religion, political affiliation, personal poverty, health conditions, or other personal identities. All discussions should remain neutral, non-personal, and focused on systems rather than individuals.

3. Understanding real-world problems is the target

The goal is to help students connect classroom learning to real-world issues, not to place responsibility for solving complex systemic problems on them. Arriving at solutions should be seen as learning extensions. They should be framed as optional, adaptable to local context, and dependent on access and institutional support.

4. Systems Over Individual Blame

Discussions should focus on systems such as infrastructure, policies, markets, and governance. Facilitators should encourage students to reflect on access, affordability, and constraints rather than individual choices alone

If discussions focus only on "better behaviour," facilitators can gently prompt questions such as:

- *What made this option possible or difficult?*
- *Who controls access to this service or resource?*
- *What would need to change at a system level for this to improve?*

5. Adapting to Local Contexts

Games may be adapted to local realities, age groups, and time constraints. Scenarios can be modified as long as the core learning objective and systems perspective are retained.

6. Civic Awareness Without Advocacy Pressure

If civic participation arises, facilitators may explain processes and share examples of constructive engagement. Facilitators should avoid directing students toward specific political positions or requiring participation in campaigns, petitions, or advocacy activities.

7. Assessment Guidance

The manual is not intended for grading. Learning may be assessed through quality of participation, ability to link systems and outcomes, and respectful engagement. Reflections or group summaries may be used if required.

8. Final Note

The SDG Games Manual is a tool for learning, dialogue, and reflection. Its strength lies in helping students understand complexity rather than simplifying problems. Facilitators are encouraged to trust the process, allow space for questions, and recognise that meaningful understanding often develops gradually.

By guiding students through these activities with care and balance, facilitators contribute to building informed, thoughtful young citizens who can engage constructively with the challenges and opportunities of sustainable development.

CAG 40 YEARS OF ACTION
Citizen consumer and civic Action Group

www.cag.org.in

No.103 (First Floor), Eldams Road,
Teynampet, Chennai 600 018
T: +91(44) 2435 4458 | 2435 0387

helpdesk@cag.org.in

@CAGChennai