

**1** NO  
POVERTY



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 1

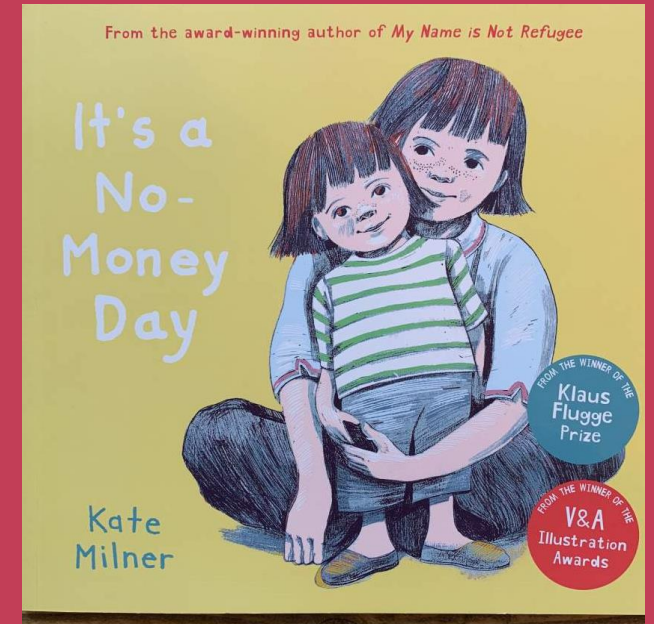
**"We're taking care of each other's needs"**

**Read "It's a no money day" by Kate Milner with the children.**

**Talk to the children about some of the issues.**

**What might it mean to not be able to afford toys or food?**

**Do the children have any ideas about how to help others in your setting or wider community? Put an action plan together and carry it out.**



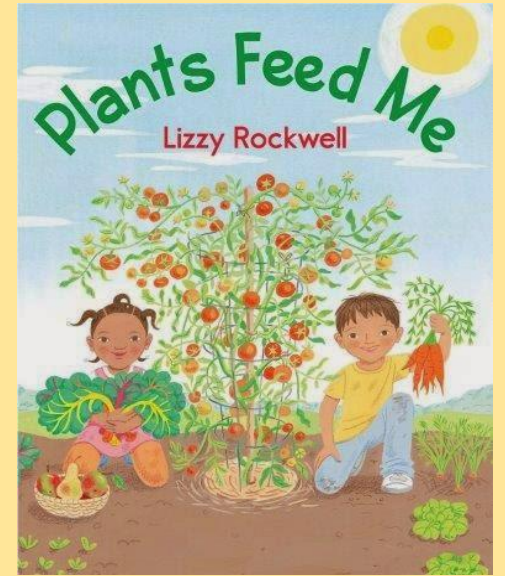
**2** ZERO  
HUNGER



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 2

**"We're checking we have all got enough to eat today"**

**Read: Plants Feed Me by Lizzy Rockwell.**



**Reflect on the difference between plant-based food and animal food - what foods do they eat that are animal or plant? Reflect upon the culture of the community too.**

**Invite parents/carers/grandparents in to share traditional plant-based foods. Ensure children taste and feel the foods. Encourage children to make and eat their own plant based foods.**

**Pose questions about how you can share food – food supply. Use food products to demonstrate equitable food sharing – halve/quarter/slice a cake/pie.**

**3** GOOD HEALTH  
AND WELL-BEING



# LEARNING FOR SUSTAINABILITY

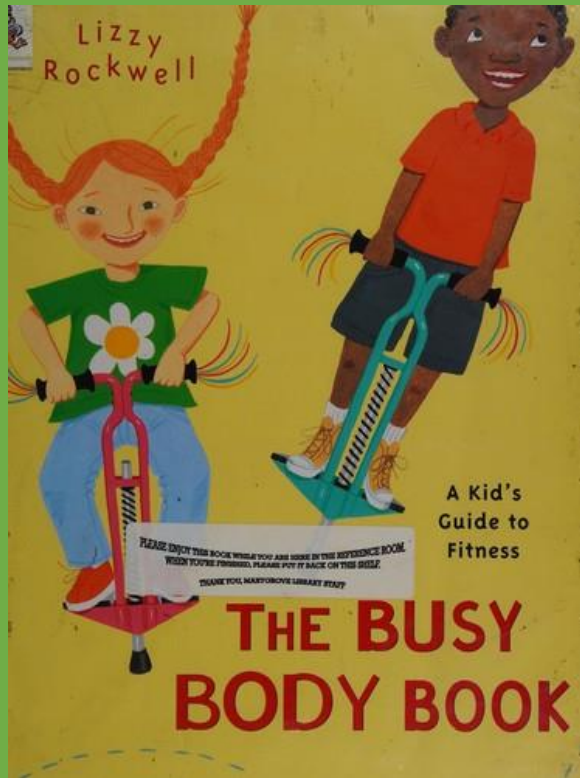
## PROVOCATION CARD 3

**"We're looking after our head, heart and hands"**

**Read together: The Busy Body Book - A Kid's Guide to Fitness by Lizzy Rockwell.**

**Discuss how your bones and muscles, heart and lungs, nerves and brain all work together to keep you on the go. Link to nature and how they feel outside.**

**Yoga/mindful/exercise sessions can be incorporated into the daily practice. Ensure children talk about their feelings together**



**4** QUALITY  
EDUCATION



# LEARNING FOR SUSTAINABILITY

## PROVOCATION CARD 4

**"We all love learning here"**

**Discuss with children about what kinds of things they would like to see in their playroom, or what kind of experiences they would like to participate in.**

**Create an action plan or mind map of ideas and begin to carry them out. What are the opportunities for taking the learning outside? What are the opportunities for exploring your local community?**

**What new things have been learned which could be built upon?**

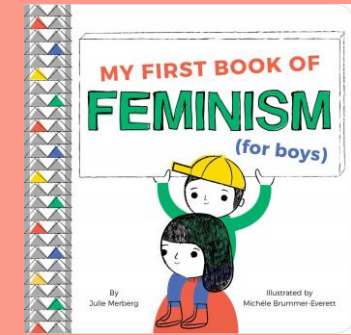
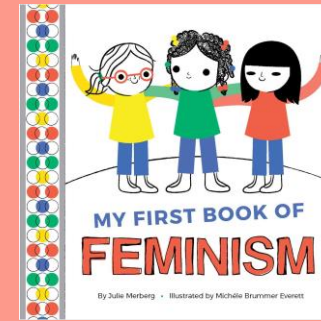


**5** GENDER  
EQUALITY



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 5

**"We're treating boys and girls as equally precious"**



**Read My First Book of Feminism and My First Book of Feminism (for Boys) by Julie Merberg.**

**Simple illustrations paired with engaging, rhyming text make the compelling, age-appropriate argument that girls and boys are equal, plain and simple. Humorous scenarios are treated as teachable moments for children who will ideally grow up without ever questioning women's equality.**

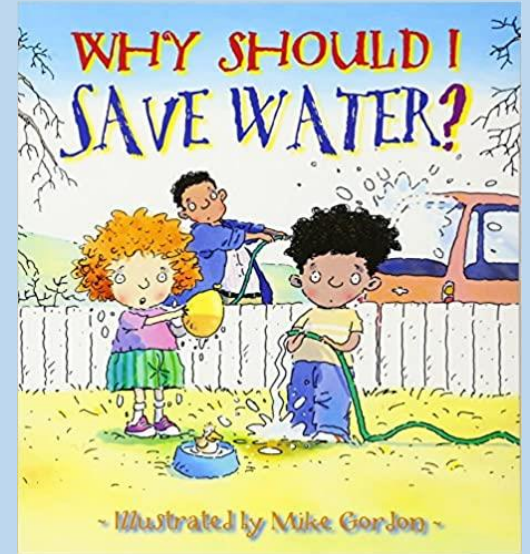
**Before/afterwards, talk with the children and find out roles/occupations of parents/family. Invite family members in to talk about their jobs. Discuss with the children what jobs/activities they like and why. Develop a questioning ethos.**

**6** CLEAN WATER  
AND SANITATION



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 6

**"We treasure water that keeps us well and clean"**



**Read : Why should I save water? by Jen Green and Mike Gordon**

**Look at images of dried up lands and think about how animals/plants can manage -  
conduct basic water experiments with plants.**

**Why should we not drink dirty water – what might happen to us? Who else needs  
water besides us? Experiment with different sieves to “clean” water.**

**Have a rainwater butt outside to collect water for use – water plants or water play.  
Does everyone have access to clean water around the world?**

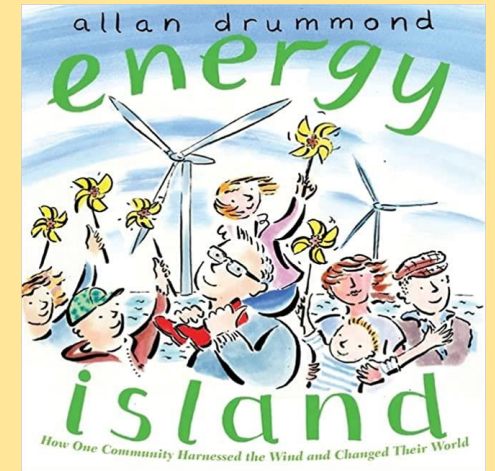
**7** AFFORDABLE AND  
CLEAN ENERGY



# LEARNING FOR SUSTAINABILITY

## PROVOCATION CARD 7

**"We use wind and sun energy for having fun"**



**Read : Energy Island by Allan Drummond**

**Energy makes things move – discuss things that move and consider how? Make a list of different types of energy – which are man-made and which are natural – introduce the idea of renewable energy. Look at images of old windmills and how they worked.**

**Make a water wheel and discuss how water is pushed through. Look at wind farms – if you have one near you, go on a trip to look at it.**

**Make a windchime using recycled materials – experiment as to where is the best place to hang them for the “wind noise effect”.**

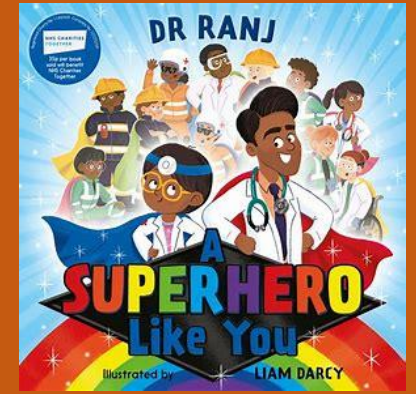
**8** DECENT WORK AND  
ECONOMIC GROWTH



# LEARNING FOR SUSTAINABILITY

## PROVOCATION CARD 8

**"We're making a safe space to learn and grow"**



**Read: A superhero like you by Dr. Raj Singh and Liam Darcy. This uplifting picture book celebrates key workers and shows little readers that we all have the potential within us to be superheroes.**

**Take a walk down your local high street – look at the shops and go inside to meet the workers. Use money and buy snack materials at the greengrocers so children experience real money in the locality.**

**Ensure children use real tools, not plastic imitations. Encourage woodwork skills.**

**Do an audit of parents/carers/grandparents to see what skills they have they can share. Invite them into the setting to support the development of sustainable mending skills!**

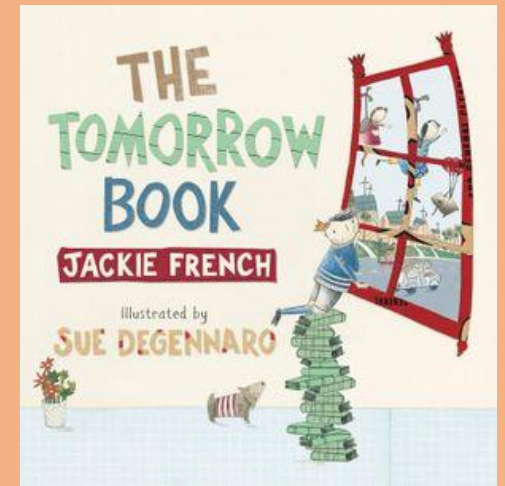


**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 9

**"We're creatively imagining new and kinder futures"**



**Read: The Tomorrow Book by Jackie French and Sue Degennardo**

**Ask the children what they think their town needs? Does it have a railway station, bus stops or an airport? Do an audit of what is there. Look on Google Earth and see the resources that are available.**

**Do an audit of how many types of transport vehicles go past each day. Listen to the different noises they make. Record them and discuss. Electric cars are quieter – is that good? Take a train/bus/ferry trip and use real money. Use your locality to support children's understanding of their community.**

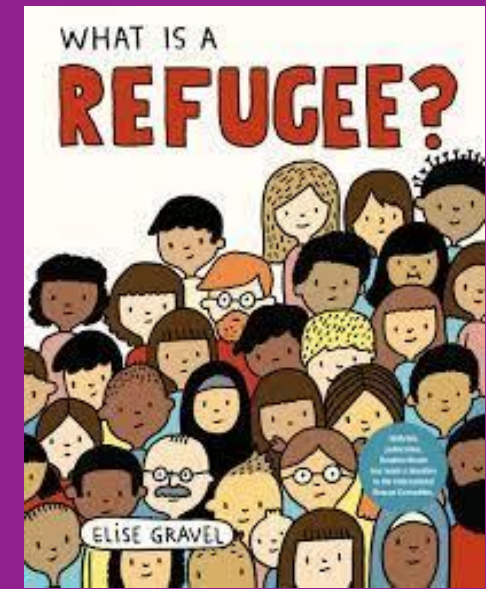
**Have a walk to school or nursery week – emphasis how it is not just good for the planet but health-wise too. Design a poster about ways of helping their environment.**

**10** REDUCED  
INEQUALITIES



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 10

"We're playing fair"



**Read: What is a refugee? By Elise Gravel.**

**This timely picture book answers questions children may have about refugees, including who they are, why they leave their own country, and why they are sometimes not welcome in their new country.**

**Look at maps and see where refugee children have travelled from. Revisit transport and consider how dangerous it can be.**

**Consider how climate change forces people to leave their countries eg. Floods, war, food shortages, other extreme weather events, water etc.**

**11** SUSTAINABLE CITIES  
AND COMMUNITIES

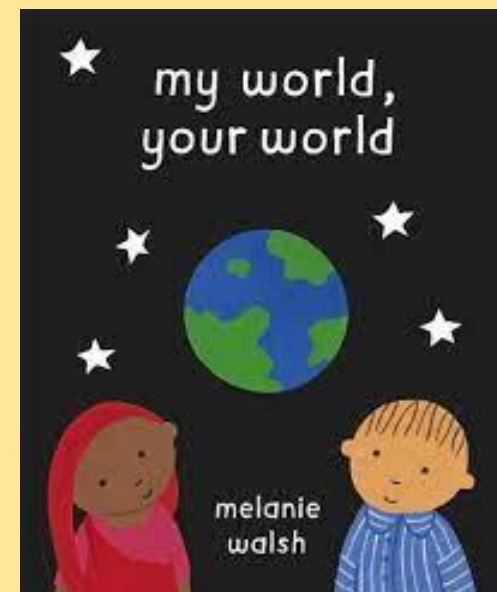


# LEARNING FOR SUSTAINABILITY

## PROVOCATION CARD 11

"We're guardians of where we live"

**Read: My world, your world by Melanie Walsh.**



**Utilise a range of maps of cities and discuss the images shown. Highlight roads, human made/natural structures, rivers and homes.**

**Explore your local community, looking for similarities and differences, eg. statues – architecture – roofs – churches – flags – football teams – clothes – shops – food. Reflect on culturally different styles of homes.**

**Get children to create their own city using a variety of materials – see what they come up with!**

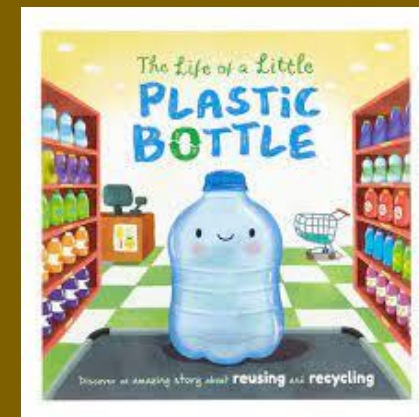
**12** RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



# LEARNING FOR SUSTAINABILITY

## PROVOCATION CARD 12

**"We refuse, reduce, reuse, recycle and rot"**



**Read "The Life of a Plastic Bottle" by Suzanne Fossey. Discuss together what children think recycling means. Ask them what they do at home, if they recycle rubbish at home can they explain how and why they do this?**

**Have a selection of paper, plastic and metal. Ask how they know if it is recyclable. Eg. packaging may have a recycling logo on it. Help them to find the logo or see where it says the packaging can be recycled. Use all senses to examine materials. Encourage the children to sort the objects into three groups of paper, plastic and metal.**

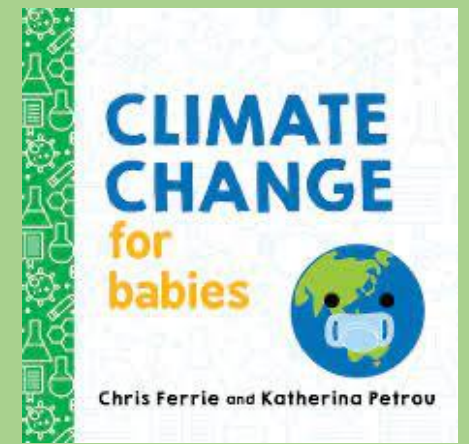
**Make an outdoor compost bin for your food and garden scraps and use it to help with plant growing.**

**13** CLIMATE  
ACTION



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 13

"We're sky minders"

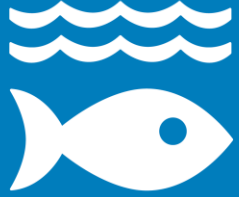


**Read: Climate Change for Babies by Chris Perrie and Katherina Petrou and discuss the issues with the children.**

**Research images of flooding across the world or melting ice caps. Do an experiment to see how and why ice melts. Make small world areas outside and use water to see how flooding occurs.**

**Discuss the 4 seasons and how they are different. Make a video of the seasons in the setting garden over a year – highlight significant changes. Go on weather walks – try to ensure children experience rain, wind, snow, fog and sun. Ask questions – How does the weather affect our feelings? How does the weather affect our bodies (sweat, goosebumps) clothes and actions? Can we walk on ice? How does snow feel?**

**14** LIFE  
BELOW WATER



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 14

"We're sea carers"



**Read: Baby Oceanographer by Dr. Laura Gehl and Daniel Wiseman**

**Reflect on plastic bags in shops. On a neighbourhood walk look for evidence of plastic thrown away. How does it reach the sea? What happens when plastic gets into the ocean?**

**Research shells and marine life and using art to recreate them.**

**Develop your small world area with marine life materials and a large tray for play. Provide real materials – seaweed, pebbles, sand to create the environment. Take regular visits to the beach if you live near the water.**

**15** LIFE  
ON LAND



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 15

**"We're land keepers"**



**Read: Look what I found in the woods by Moira Butterfield and Jesus Verona.**

**Open your senses to a world of wonder by taking a walk through the woods! Set off on an outdoor adventure and find natural treasures. Observe the seasonal changes and habitats. Introduce terminology – evergreen and deciduous trees. Set up opportunities for scientific exploration – magnifying glasses and research books etc.**

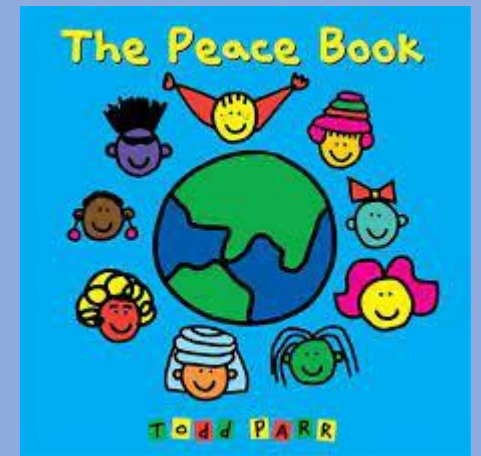
**Discuss how we are all like trees: our spines, trunks; our skin, bark; our hearts giving us strength and support, like heartwood. We are fuelled by air and sun. And, like humans, trees are social. They “talk” to spread information; they share food and resources. They shelter and take care of one another. They are stronger together.**

**16** PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 16

"We're peacemakers"



**Read: The Peace Book by Todd Parr. Define peace – what does it mean to the children? Peace as in quiet? Introduce the idea of conflict versus peace. Develop peace rules – how the children can learn and play together in harmony.**

**Democracy is linked with peace and justice – ensure all children feel they are part of the decision making. Consider how you could record results from polls/discussion groups?**

**Reflect upon the difference between strength as a physical attribute and strength of character. Highlight that strength of character means standing up for yourself- or others or nature. Reflect again on justice – fairness and peace.**

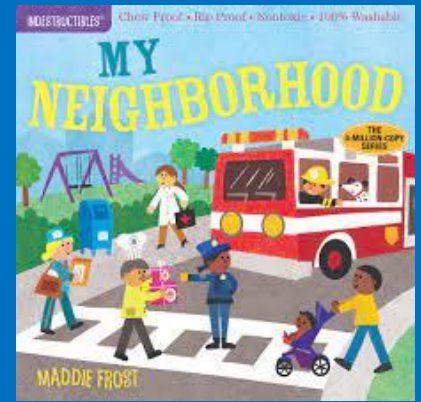


**17** PARTNERSHIPS  
FOR THE GOALS



# LEARNING FOR SUSTAINABILITY PROVOCATION CARD 17

**"We're making friends around the world"**



**This final goal literally brings everything together – reflect on the interconnectedness of all 17 goals. Read: My Neighbourhood by Maddie Frost. My Neighbourhood introduces children to the concept of community as they meet the friendly people in their neighbourhood. Get the children to discuss their own local community and go for a visit.**

**What community groups are in your area? Could they visit the nursery or could you visit them? Could parents and carers be encouraged to participate?**

**Discuss with the children why community is so important – what ways can your setting work with others to make things better? What ideas do the children have?**