

# SDG CHALLENGE WALL

**Discover a Problem. Choose a Challenge. Create Impact**

**Innovate4Impact Global Challenge**

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## 1. Purpose

The **SDG Challenge Wall** helps students explore the United Nations Sustainable Development Goals (SDGs), identify problems they care about, and connect those problems to real-world challenges in their communities and around the world.

Students use the wall to move from:

**SDG → Problem → People → Evidence → Idea → Impact**

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## 2. Learning Objectives

By the end of the activity, students will be able to:

- Explain what the SDGs are.
  - Identify problems connected to different SDGs.
  - Recognise problems affecting people in their community.
  - Distinguish between a **problem** and a **solution**.
  - Select a challenge that their team wants to investigate.
  - Begin thinking about how technology and entrepreneurship could create impact.
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## 3. Materials

Create a large wall or board divided into SDG sections.

**Materials needed:**

- Large SDG Challenge Wall
- SDG cards/posters
- Sticky notes
- Markers

- Coloured dots
  - Challenge cards
  - String or arrows
  - Student worksheets
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## 4. The Challenge Wall

Divide the wall into five sections:

### SECTION A — THE SDGs

Display the 17 Sustainable Development Goals.

Students walk around the wall and identify SDGs that interest them.

Examples:

 **Climate Action — SDG 13**

 **Responsible Consumption & Production — SDG 12**

 **Clean Water & Sanitation — SDG 6**

 **Good Health & Well-being — SDG 3**

 **Quality Education — SDG 4**

 **Life on Land — SDG 15**

 **Affordable & Clean Energy — SDG 7**

 **Sustainable Cities & Communities — SDG 11**

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## 5. SECTION B — “WHAT PROBLEMS DO YOU SEE?”

Give each student 3–5 sticky notes.

Ask:

**What problems do you see around you?**

Students write **one problem per sticky note**.

Examples:

- Too much food is wasted at school.
- Young people do not recycle properly.
- Some families struggle with energy costs.
- Plastic waste ends up in rivers.
- Some elderly people feel isolated.
- Young people lack access to digital skills.
- Communities experience flooding.
- Food packaging creates unnecessary waste.

Students place each problem beside the SDG they believe it relates to.

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## 6. SECTION C — “WHO IS AFFECTED?”

Students choose problems from the wall and identify who experiences them.

Ask:

### Who is affected?

- ☐ Children
- ☐ Young people
- ☐ Families
- ☐ Older people
- ☐ Schools
- ☐ Businesses
- ☐ Communities
- ☐ Farmers
- ☐ People with disabilities
- ☐ Animals/wildlife
- ☐ The environment
- ☐ Other: \_\_\_\_\_

Then ask:

### How are they affected?

Students add a second sticky note explaining the impact.

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## 7. SECTION D — “HOW BIG IS THE PROBLEM?”

Teams investigate their selected problems.

They place evidence on the wall under:

### EVIDENCE

#### What do we know?

Students can use:

- Interviews
- Surveys
- Observations
- Online research
- Statistics
- News reports
- Government data
- Expert conversations
- School/community data

Students must answer:

**What evidence shows that this problem exists?**

**Who experiences it?**

**How often does it happen?**

**What causes it?**

**What happens if nothing changes?**

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## 8. SECTION E — “COULD WE CREATE AN IMPACT?”

Once teams have investigated their problem, they complete:

### OUR CHALLENGE

SDG: \_\_\_\_\_

**Problem:**

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**Who is affected?**

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**Evidence:**

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**Why does this matter?**

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**What could we change?**

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**Could technology help?**

☐ Yes ☐ No ☐ Maybe

**Could a business or social enterprise help?**

☐ Yes ☐ No ☐ Maybe

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## 9. CHALLENGE VOTING

Give every student **three voting dots**.

Students vote for challenges they believe are:

- ★ Important
- ★ Urgent
- ★ Solvable
- ★ Suitable for innovation
- ★ Capable of creating meaningful impact

Teams then review the most popular challenges.

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## 10. THE “CHALLENGE TEST”

Before selecting their final challenge, teams must pass five tests.

### **1. REAL**

Is this a real problem?

### **2. IMPORTANT**

Does it significantly affect people, communities or the environment?

### **3. EVIDENCE**

Can we prove that the problem exists?

### **4. INNOVATABLE**

Could we develop a new or improved solution?

### **5. IMPACTFUL**

Could solving this problem create measurable positive change?

If the answer is **YES** to all five, the team can move forward.

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## **11. FINAL CHALLENGE CARD**

Each team completes:

### **OUR INNOVATE4IMPACT CHALLENGE**

Team Name: \_\_\_\_\_

SDG: \_\_\_\_\_

Our Problem:

\_\_\_\_\_

The people affected are:

\_\_\_\_\_

Our evidence:

\_\_\_\_\_

The main cause is:

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**Why this problem matters:**

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**Our challenge question:**

How might we \_\_\_\_\_ so that  
\_\_\_\_\_?

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## 12. Example

### SDG 12 — Responsible Consumption & Production

**Problem:**

Large amounts of edible food are thrown away in schools.

**Who is affected?**

Students, families, schools and the environment.

**Evidence:**

The team conducts a one-week school food-waste audit and surveys students.

**Challenge question:**

**How might we reduce food waste in schools using technology and student-led action?**

Possible future solutions could include:

- Food-waste tracking technology
  - AI-powered food demand prediction
  - Student food-sharing platforms
  - Smart portioning systems
  - Digital awareness campaigns
  - School food-waste competitions
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## 13. Teacher/Facilitator Role

The facilitator should **not give students the solution**.

Instead, ask questions such as:

- “What makes you think this is a problem?”
  - “Who is affected?”
  - “What evidence do you have?”
  - “What causes the problem?”
  - “What solutions already exist?”
  - “Why haven’t they solved the problem completely?”
  - “What could technology change?”
  - “How would you measure your impact?”
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## 14. Final Wall Display

At the end of the activity, the wall should show:

**SDG**



**REAL-WORLD PROBLEM**



**PEOPLE AFFECTED**



**EVIDENCE**



**CHALLENGE QUESTION**



**INNOVATION OPPORTUNITY**



**IMPACT**

This becomes the starting point for the team’s **Innovate4Impact** project.