

The SDG Accord

The University and College Sector's Collective Response to the Global Goals

2030 SDGs Game



UNIVERSITY OF
LIVERPOOL

SDG focus

- Goal 4 - Quality education
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action

What did you do?

To embed the UN Sustainable Development Goals (SDGs) into learning and teaching, the University of Liverpool introduced the 2030 SDGs Game, a card based, multiplayer simulation that explores the complex dynamics of sustainable development. Open to students and staff across disciplines, the game encourages experiential learning by assigning players real-world roles, such as businesses, governments, or NGOs, tasked with achieving individual missions while contributing to global goals. Each session includes a guided SDG introduction, interactive gameplay, and reflective debriefs aligned with academic curricula. The game has been integrated into modules in management, economics, accountancy, and archive studies, with over 1,000 participants engaged in 16 facilitated workshops. Its immersive format helps build sustainability literacy, systems thinking, and cross-disciplinary collaboration.

What were the benefits and outcomes?

1. Enhanced student engagement and systems thinking: "It really opened my eyes to how interconnected all the SDGs are. What I thought was a good move financially had a negative environmental impact!" – Student participant
2. Stronger staff/student engagement: Staff involvement in gameplay fostered inclusive, informal learning environments that supported dialogue on sustainability beyond the classroom.
3. Real world impact and career exploration: Students reported a deeper awareness of their sustainability values and identified potential career paths inspired by the game scenarios.



Image: Participant in the SDG 2030 Game

What barriers or challenges did you encounter in embedding sustainability into your learning and teaching practice and how did you overcome them?

1. Perceived lack of relevance across disciplines: We addressed this by tailoring reflections and post game discussions to connect with each subject area's curriculum.
2. Scheduling and timetabling constraints: We worked with departments to embed the game into existing module slots or extracurricular activities.
3. Staff familiarity with the game format: We provided pre session briefings and encouraged co-facilitation to build staff confidence.

What are your conclusions and recommendations for others?

The 2030 SDGs Game is a powerful tool for making sustainability education tangible and memorable. Its adaptability across disciplines and accessibility to all levels of SDG knowledge make it ideal for fostering deep learning and active engagement. We recommend integrating the game into core modules and co-curricular activities and encouraging staff to actively participate alongside students to build a culture of shared learning and commitment to sustainability.

Web link to further information:

University of Liverpool event listing (Sustainability Week):
<https://www.liverpool.ac.uk/events/event/?eventid=106566>

SDGs Game official website: <https://2030sdgsgame.com/>