



# Sustainable development glossary game

**Key Stage/Age group** KS2/3/4

**Time needed for activity** 15 – 30 minutes

**Location** Indoors or outdoors

## Context

This activity plan highlights the importance of sustainably managing our natural resources, focusing on giving learners a basic introduction to sustainable development and key vocabulary.

Natural Resources Wales’ purpose is to pursue sustainable management of natural resources in all of its work. This means looking after air, land, water, wildlife, plants and soil to improve Wales’ well-being, and provide a better future for everyone.

## Curriculum links

| ESDGC      | Natural environment   | Consumption and waste   | Climate change   |
|------------|---|---|--|
| <b>KS2</b> | <ul style="list-style-type: none"> <li>• Develop respect for landscapes, habitats and living things</li> <li>• Develop a fascination with and respect for the natural world</li> <li>• People depend on the environment for energy, food and other materials and resources</li> </ul> | <ul style="list-style-type: none"> <li>• Where the things people consume come from and go to</li> <li>• Ways to reduce their energy use and the energy use of others</li> <li>• That waste can cause pollution</li> </ul> | <ul style="list-style-type: none"> <li>• Climate can change with time</li> <li>• The range of ways to both save and generate energy</li> </ul>   |
| <b>KS3</b> | <ul style="list-style-type: none"> <li>• Show informed concern for the quality of the natural environment near and far</li> <li>• How human activity changes local and global environments</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop a sense of responsibility for sustainable development</li> </ul>   | <ul style="list-style-type: none"> <li>• The ‘greenhouse effect’ and how human activity affects the global environment</li> <li>• Causes of concern over, and implications of climate change</li> <li>• How renewable and non-renewable energy resources are used to generate electricity</li> </ul> |
| <b>KS4</b> | <ul style="list-style-type: none"> <li>• The carrying capacity of any environment and the earth as a whole limited by natural systems</li> </ul>  |   | <ul style="list-style-type: none"> <li>• How different gases are affecting the climate and how these gases can be reduced</li> </ul>   |



## Aim

**By the end of this activity learners will be able to:**

- Use key vocabulary associated with sustainable development
  - Discuss and learn about many aspects of sustainable development
- 

## Equipment and resources

- **Resource cards - KS2 Sustainable development glossary game**
  - **Resource cards - KS3/4 Sustainable development glossary game**
- 

## What to do

It is recommended that this activity is carried out as an introduction to other activities which focus on sustainable development.

The resource cards are made up of 15 sets. Each set has a word associated with sustainable development, its definition and a picture card.

It is not necessary to use all the resource cards, particular words can be chosen or left out to play with next time.

The activity can be adapted and carried out in a variety of ways, including:

- Give each learner a card. The learners must circulate, looking at and discussing each other's cards to find learners with cards that match their own. When the learners find others with matching cards they must form a group containing one word card, one definition card and one picture card.
- Divide the sets of cards between small groups of learners to match.
- Groups of learners can each have the same sets of cards. They can then compare how they have matched the cards and discuss their findings.
- If space allows, the cards can be scattered randomly on the ground, spread out over an area for the learners to collect. Use the same amount of sets as number of learners, e.g. if there are 13 learners use 13 sets (a total of 39 cards). Hold back one type of card (either the word, definition or picture card) and scatter the other two types of cards. The learners must choose one card from the not scattered set and then go and find the matching cards until they have a complete set of three cards.
- Scatter all of the cards on the ground and ask the learners to collect one each as quickly as possible. They must then circulate, looking at and discussing each other's cards to find learners with cards that match their own. When the learners find others with matching cards they must form a group containing one learner with a word card, one learner with a definition card and one learner with a picture card.
- The cards can be used to play games such as snap or memory sets. Take turns to uncover three cards at a time, collect matching sets until all are collected.
- When the learners are more familiar with the words and definitions the activity could be run as a relay game with groups of learners racing to match cards in the fastest time.

Whichever way the activity is carried out allow time at the end for the groups to present their cards and explain their reasons for matching. They can discuss each set and decide if they have matched themselves correctly.

---



## Key questions

- What does this word mean?
- What does the picture show us?
- What do you know about that?
- Can you explain what that means?

## Adapting for different needs/abilities

### Less able

- Deliver a more adult led version.
- Leave out the sets you think your learners will struggle to understand.
- Leave out the definition cards so learners only have to match the word and picture cards.
- Stagger the introduction of new card sets so that learners can learn the new vocabulary in stages.

### More able

- Learners can be given the word and picture cards, and blank cards to write their own set of definition cards. The learners can then judge whether their definitions are correct. If their definitions are correct they can be used to play the game. If a definition is incorrect it must be swapped for the definition card supplied to be able to play the game.

## Follow up activity/extension

- Use the internet to research the words used and find other pictures to make a different version of the game. Can any extra words be added? The new game cards can be glued onto card and cut up into jigsaw pieces for others to match.

## Looking for more learning resources, information and data?

Please contact: [education@naturalresourceswales.gov.uk](mailto:education@naturalresourceswales.gov.uk) or go to <https://naturalresources.wales/learning>

Alternative format; large print or another language, please contact:  
[enquiries@naturalresourceswales.gov.uk](mailto:enquiries@naturalresourceswales.gov.uk)  
0300 065 3000