

GOAL 1

NO POVERTY

End poverty in all its forms, everywhere



40 MINUTES

PURPOSE

To think about what things are considered 'common' and 'necessary' for a young person to have a good life in Scotland.

MATERIALS

Set of 'common' and 'necessary' cards per group (see booklet, page 23)



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ACTIVITY (30 MINUTES)

Ask the group what they think it means to be poor? In the UK, more than 1 in 4 children live in poverty. We are going to explore what this means.

Give each group a set of 'common' or 'necessary' cards. Explain that after basic needs have been met, how important do they consider the other things on the cards. Can they order them from 'essential' to 'not important'?

DISCUSSION (10 MINUTES)

Discuss how 'common' or 'necessary' they consider the things on the cards.

How would they feel if they didn't have these things?

Would you share how you feel with your friends?

Why might you try to hide thoughts and feelings if you were poor?

How can we help people to share their problems?

Communication is a very important step in addressing problems, whether it's one person sharing a problem with another or someone bringing an issue to the attention of people who can influence change. Try to encourage empathy as a key skill here.



GOAL 2

ZERO HUNGER

End hunger, achieve food security and improved nutrition and promote sustainable agriculture



55 MINUTES

PURPOSE

To explore the causes of global hunger.

MATERIALS

- A range of food items
- 'Why are people hungry' worksheet per group (see booklet, page 24)
- Seeds, compost, planters or a growing bed, trowels



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DISCUSSION (10 MINUTES)

Display the food items. Discuss where the food is from and how it gets to us. Look at the different countries where items have been grown or produced. Is there anything that surprises them? We mainly buy our food not grow it and it comes from countries all over the world.

READ (15 MINUTES)

In groups, read the worksheet then list reasons why people are hungry, based on the stories. People are hungry because they have no money, they have no land, there is fighting in their country, they are not paid fairly for what they do or what they grow.

Ask each group to think of possible solutions to these problems. They may suggest that growing their own food would help, or you could add it to the list and see what they think.

GROW (ABOUT 30 MINS, THEN FOLLOW UP OVER 3-4 MONTHS)

Give each group a planter or a patch of ground, seeds and compost. Encourage them to research the seeds they have planted and how to take care of them. Challenge the groups to see who can grow the tallest, biggest, tastiest. What do they need to consider when taking care of their plants?



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GOAL 3

GOOD HEALTH AND WELL-BEING

Ensure healthy lives and promote well-being for all at all ages



45 MINUTES

PURPOSE

To show how disease can spread between people and how to prevent it.

MATERIALS

- Non-toxic, washable paint (any colour)
- Small, damp tea towels or face cloths



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ACTIVITY 1 (15 MINUTES)

Put paint on the left hand of one or two of the group. Ask all the young people to shake left hands with the person on either side of them. Choose a few prompts to get everybody mixing and shaking hands with other people: older, younger, name starts with the same letter, etc.

DISCUSSION (5 MINUTES)

Explain that the paint represents a disease or germs which can be spread by touching hands.

ACTIVITY 2 (15 MINUTES)

Get everyone to wash their hands, and start again. Put paint on the hands of one or two of the group. Give a third of the other

young people a damp towel. Repeat the hand shaking exercise but instruct anyone with a towel to wipe the paint off their hand between shakes. Use the prompts as before.

DISCUSSION (10 MINUTES)

How many people now have painted hands? Is it different than before? The damp towels represent washing their hands.

How many times do they wash their hands each day? Do they think about conserving water? How would they feel if they couldn't wash their hands?

In some countries where clean water is scarce, it is difficult to wash your hands as water has to be conserved for things such as drinking.



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GOAL 4

QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



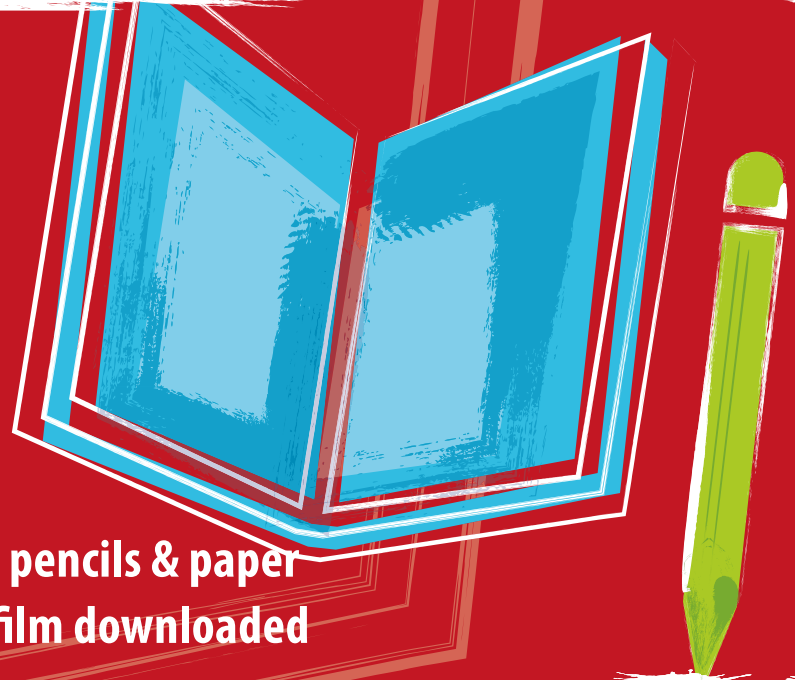
UP TO 1 HOUR

PURPOSE

To compare experiences of getting to school with those of young people in other countries.

MATERIALS

- List of locations of local schools
- OS maps of your local area, ruler, pencils & paper
- Projector and internet access or film downloaded



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ACTIVITY 1 (15-30 MINUTES)

In groups, have each young person find their own home, and their school, on the map. Have them plot a route to walk to school, measure the distances and estimate how long it would take them to walk.

DISCUSSION

How do they feel about their journey to school? Is it too long or very short?

What kind of things might be dangerous to them on their way to school?

ACTIVITY 2 (30 MINUTES)

Show the trailer for the film, 'On the Way to School' (2009) – if you are able get a copy, hold a movie night and watch the entire documentary:

www.youtube.com/watch?v=elsQ0B43Q9Y

Alternatively, read print outs of Sylvia's story:

www.bbc.co.uk/news/world-africa-23239800

Ask them to describe what they saw/ read.
Make sure they note:

- The ages of the young people
- The distance and time they have to travel to get to school
- The dangers they face on the way.

Ask them again how they feel about their own journey to school:

- Would they still want to go to school if their journey was long and dangerous too?
- Why do they think the children in the video make so much effort to go to school every day?



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GOAL 5

GENDER EQUALITY

End all forms of discrimination against all women and girls everywhere



30 MINUTES

PURPOSE

To explore gender inequality in everyday life.

MATERIALS

Each team needs 3 sheets of yellow /green paper, 1 ruler, 2 pencils, 2 pairs of scissors, 1 rubber and a template of a 4cm wide square



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ACTIVITY (15 MINUTES)

Create teams and give each team a full set of materials, but make sure that some teams only get yellow paper and some teams only get green paper.

Ask them to make as many squares as possible in 15 minutes. Tell them they'll earn 1 point for each square that meets the standard. **Do not tell them** what the standards are.

After 5 minutes call 'check in' and each team leader should bring up the squares for the Leaders to judge the standard and count points. Continue the game and 'check in' again after another 5 minutes. Announce the winners.

The standards:

- Green squares should be perfect – exactly straight edges, good corners, no pencil marks.
- Yellow squares should be pretty good – the right size, but it's okay if they are a little scruffy.

DISCUSSION (15 MINUTES)

Did they like the game? Was it fair?

What would they want to change about it if they played again?

Would they think it's fair to put all the girls in green teams and all the boys in yellow teams? Or the other way around?

The game demonstrates inequality, in this case the green squares = girls and the yellow squares = boys.

Can you think of other situations where rules are different for girls and boys?

What ways can they think of to make things fairer in real life? Is there anything they can do themselves that would make a difference?



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GOAL 6

CLEAN WATER AND SANITATION

Ensure access and sustainable management of water and sanitation for all



30 MINUTES

PURPOSE

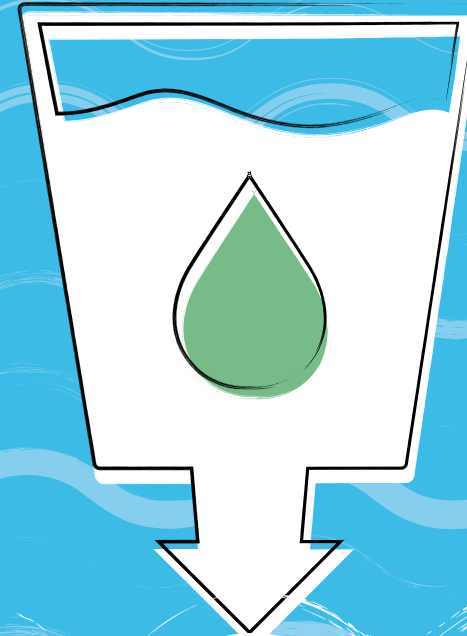
To recognise that safe drinking water is a precious resource and not easily accessed by all.

PLACE

Outdoors on a surface that won't get slippery when wet.

MATERIALS

Water, plastic cups/containers the same size, buckets, obstacles, measuring jugs



Go! 



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ACTIVITY (20 MINUTES)

Set up an obstacle course and divide the young people into teams. Place a full bucket of water in front of each team at the start and an empty bucket each at the opposite end.

Ask the young people to imagine that they are living in a rural village in Malawi and the buckets of water represent a well. They need to collect water for themselves and their family from the well and take it back to their village (the empty bucket). Between them and their village is a series of obstacles.

One person from each team fills a container with water, carries it round the obstacle course before emptying it into their team's empty bucket. They then run back to their team and pass the container to the next person.

At the end, inform them that the winning team is not the fastest team. The team that has the most water in their bucket is the winner.

DISCUSSION (10 MINUTES)

How did they feel about the activity? How would they feel if they had to do this every day?

If it was more difficult to get clean water would it affect the way you used water?

What obstacles do people living in extreme poverty face to access safe water? It is often women and girls who fetch and carry water, how might this impact their lives?

