

GOAL 7

AFFORDABLE AND CLEAN ENERGY

Ensure access to affordable, reliable, sustainable and modern energy for all



PURPOSE

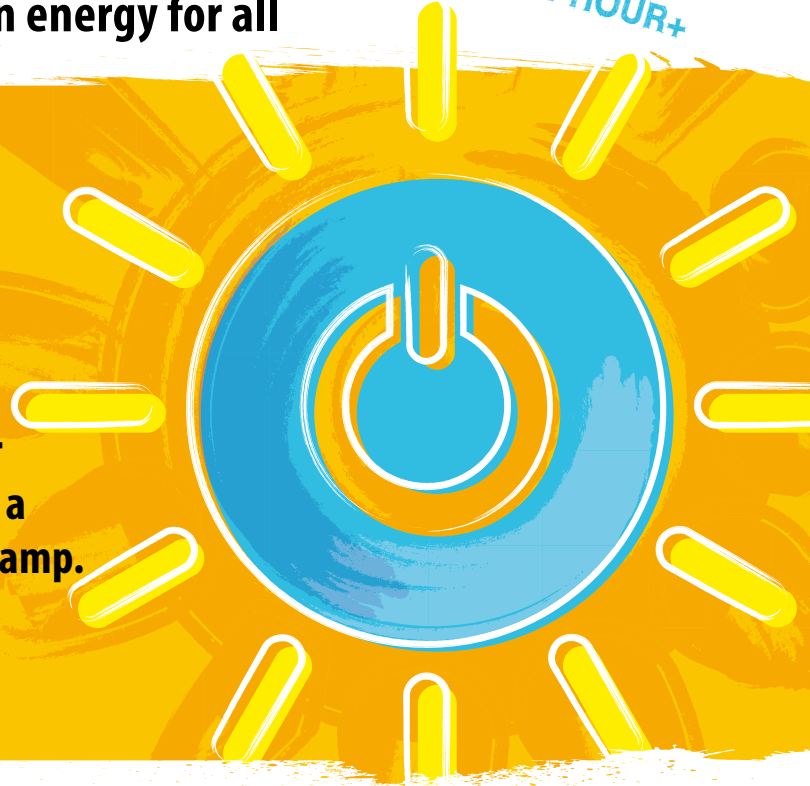
To understand how sources of energy can be renewable.

PLACE

If you have a fire pit and woods near your meeting place, this activity can be run at a meeting night, but it also works well at camp.

MATERIALS

A saw and firelighting kit



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Go! 

ACTIVITY (1 HOUR+)

Ask the young people to gather fallen wood for your campfire. Try to only gather fallen wood.

Saw through pieces of various sizes and count the number of rings in each piece. Note how thick the pieces are, and how many rings they have – each year represents a year of growth.

As you add these bits of wood to the fire, check how long it takes them to burn.

DISCUSSION

Is this wood a sustainable source of energy?

'No' may be the first answer, because the pieces of wood are used up.

However, the trees in the wood are still growing. The young people didn't damage the environment while collecting it, so the source will renew naturally. Next year there will be more fallen wood in the forest.

Relate this to the burning of gas and oil to make electricity. It takes millions of years to make more oil and gas. We take more out of the environment than it can renew. Other sources like wind, solar, and hydroelectric are sustainable because they don't use up or destroy anything in the natural environment.

Explain that for people in some countries wood is their only source of energy. What might happen when their supply of wood is used up?

7 AFFORDABLE AND
CLEAN ENERGY



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European Union

GOAL 8

DECENT WORK AND ECONOMIC GROWTH

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



50 MINUTES

PURPOSE

To understand where and how clothes are made.

MATERIALS

Paper, pens and a set of role cards
(see booklet, page 25)



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ACTIVITY (30 MINUTES)

Show the young people a pair of jeans. Tell them that they cost £24 to buy. Lots of people were involved in making these jeans. As a group brainstorm who is involved in the production.

- Cotton grower
- Cotton buyer
- Person who weaves the cotton into fabric
- Factory owner who makes the jeans
- Shop owner who sells the jeans

Reveal the roles that they did not think of. Split them into five groups and give each group one of the roles. Explain they have 10 minutes to prepare a 'pitch' to make their case for how much of the £24 they think they should be paid and why.

Give each group 2 minutes to deliver their pitch.

DISCUSSION (20 MINUTES)

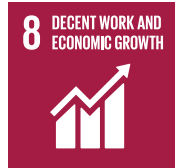
Record how much money each group asked for. Does the total come to more than £24?

Reveal to the young people how much of the £24 each person actually gets:

- Cotton grower: £0.60
- Cotton buyer: £1
- Weaver: £2
- Factory owner: £8.40
- Shop owner: £12

How do they feel about this? Is it fair?

Discuss how they think the £24 should be allocated based on what they have learned about the roles from the group pitches.



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GOAL 9

INDUSTRY, INNOVATION AND INFRASTRUCTURE

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation



UP TO
55 MINUTES

PURPOSE

To investigate how access to technology improves communication and increases efficiency.

MATERIALS

Mobile phones, cards, pens, paper and a timer



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ACTIVITY (30-45 MINUTES)

Create a scavenger trail, outdoors if possible, with stop points where the teams will pick up word cards that make a sentence. Make up clues to help the teams get from one stop point to another. For younger children use simple and direct clues. For older groups try riddles and puzzles to make the trail more challenging.

Divide into teams. Half the teams can use a mobile phone, half cannot. The participants should not be aware of this rule. Send the teams out one by one with their first clue, noting their start time. When those teams which have a mobile phone reach their first stop point, they text you the word and you text back their next clue.

When the teams without a mobile phone find a word they must send a member of the team back to you to collect the next clue.

Once each team has completed their sentence note the finish time.

DISCUSSION (10 MINUTES)

Who finished first – the teams with or without the mobile phones? How challenging was it to communicate without a mobile phone? What would it be like if they couldn't access the technology they use every day? What sort of activities would be more difficult to achieve? Think about things like access to education, news, emergency services.



GOAL 10

REDUCED INEQUALITIES

Reduce inequality within
and among countries

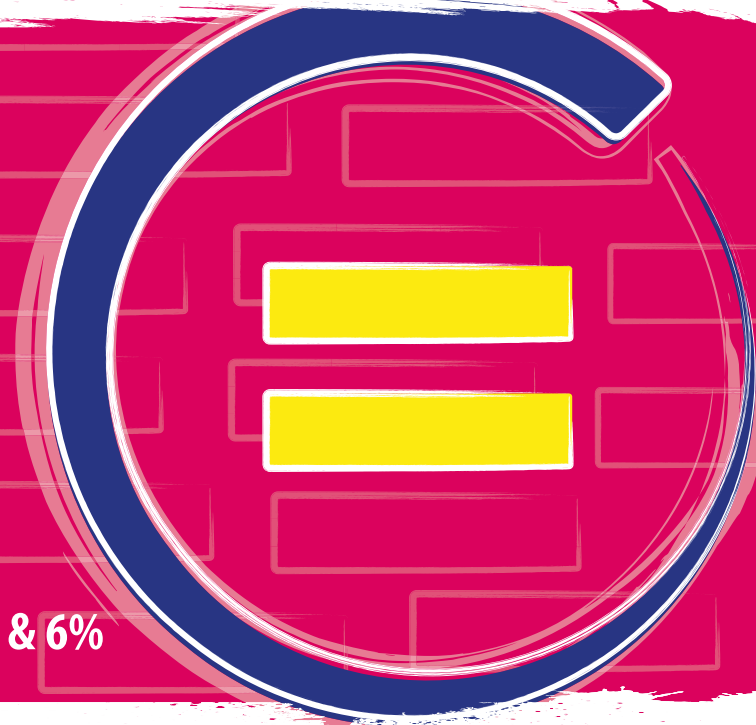


PURPOSE

To explore inequality within
the chocolate supply chain.

MATERIALS

- One playing card for every young person, with an even mix of suits
- A large bar of chocolate divided into four unequal portions: 70%, 17%, 7% & 6%



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ACTIVITY (15 MINUTES)

Cover the chocolate with a towel or put it out of sight before the start of the evening. Ask everyone to select a playing card at random and hold on to it.

Once everyone has a card, invite all the Diamonds to come up together and hand over their cards. Give the group the 6% pile of chocolate and ask them to share it between themselves. Then invite the Clubs to share the 7% pile, the Spades to share the 17% pile, and the Hearts to share the 70% pile.

DISCUSSION (20 MINUTES)

Can they figure out why the chocolate was divided in this way? Introduce the idea of a

supply chain, and explain that the cards represent different people:

- Diamonds – farmers who grow the cocoa
- Clubs – cocoa bean buyers and shippers
- Spades – retailers
- Hearts – chocolate companies

What decided who got which share? Did they think it was a fair division?

This represents the way the profits are shared out among those people in the real-life supply chain. Cocoa farmers are paid very poorly and struggle to survive on what they earn. By buying Fairtrade chocolate we can ensure that cocoa farmers get paid a fairer price for their cocoa beans.



GOAL 11

SUSTAINABLE CITIES AND COMMUNITIES

Make cities and human settlements inclusive, safe, resilient and sustainable



45 MINUTES

PURPOSE

To explore what you need to ensure that a community has enough to meet everyone's basic needs sustainably.

PLACE

This activity works best outdoors in a forest or woodland.

MATERIALS

Set of survival cards per team
(see separate A4 folded worksheet)



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ACTIVITY (30 MINUTES)

Explain that there has been a massive earthquake which has destroyed all the buildings in cities. They can save 15 different resources to help them build a new life in the woods. Give them a set of survival cards which represent these things.

Tell them a tsunami occurred following the earthquake and washed away more of their resources, so now they only have 8. They must discard 7 survival cards and give them to you.

Tell them that a landslide has destroyed some of what they have left. They must now choose the 4 survival cards which they would keep.

DISCUSSION (15 MINUTES)

How did they feel about the activity?

What was most challenging?

Did they have everything that they wanted?

Did they have everything that they needed?

How did this change throughout the activity?

What difference did their own Scouting skills make to the things that they needed?

Make sure they understand the difference between 'needs' and 'wants', and then ask them to think about the things that they need in their own community.

GOAL 12

RESPONSIBLE CONSUMPTION AND PRODUCTION

Ensure sustainable consumption and production patterns



55 MINUTES

PURPOSE

To learn more about what happens to mobile phones when they are recycled.

MATERIALS

E-waste video and projector

www.youtube.com/watch?v=JXDrlvShZKU

OR

printed copies of a news article

www.theguardian.com/world/2013/dec/14/ghana-dump-electronic-waste-not-good-place-live



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ACTIVITY (15 MINUTES)

Gather the group into a circle around a play parachute. Lift the parachute up as a group and one leader should call out a statement. Anyone who agrees should run under the parachute and swap with another person before they get trapped as the group pulls the parachute back down.

Statements:

- I have a mobile phone.
- I have owned more than one mobile phone.
- I like to upgrade my phone as soon as I can.
- I still have an old mobile phone lying around at home.
- I have sold or given away an old mobile phone.
- I have thrown away an old mobile phone.
- I have never thought about what happens to old mobile phones.

VIDEO (30 MINUTES)

Show the video or news article to the Scouts.
What issues are highlighted? What surprised them?
What do they think the impact is of sending e-waste to Ghana / Nigeria?

FOLLOW UP (10 MINUTES)

Repeat the game with these statements.

- I am surprised that many of the phones end up in Africa.
- People in Ghana / Nigeria are making good use of our old phones.
- I want to find out more about what to do with my old phone.



GOAL 13

CLIMATE ACTION

Take urgent action to combat climate change and its impacts



30 MINUTES

PURPOSE

To find out what young people think about climate change and what we can do to about it.

MATERIALS

'Agree' and 'disagree' signs



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