

GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT



THE GLOBAL GOALS
For Sustainable Development

17 ACTIVITIES FOR 17 GOALS



SCOTDEC IS A GLOBAL LEARNING CENTRE BASED IN EDINBURGH WORKING TO PUT GLOBAL CITIZENSHIP AT THE HEART OF EDUCATION. OUR VISION IS THAT YOUNG PEOPLE IN SCOTLAND ARE ABLE AND MOTIVATED TO CHALLENGE INEQUALITY - CREATING A FAIRER FUTURE FOR ALL. WE ASPIRE TO WORK IN AN INCLUSIVE & PARTICIPATORY WAY AND HAVE A CREATIVE AND RESPONSIVE APPROACH TO LEARNING.

**FIND OUT MORE ABOUT OUR WORK
WWW.SCOTDEC.ORG.UK**



SCOUTING AND THE SUSTAINABLE DEVELOPMENT GOALS

SCOUTING IS A WORLDWIDE MOVEMENT. IN OVER 200 COUNTRIES, SCOUTS MAKE A PROMISE TO DO THEIR BEST AND HELP OTHER PEOPLE. EVEN THOUGH WE ALL SPEAK DIFFERENT LANGUAGES, AND HAVE DIFFERENT CULTURES AND BELIEFS, THIS BRINGS US TOGETHER.

The fourth Scout Law says that 'A Scout belongs to the worldwide family of Scouts'. Our Promise is a commitment to be an active citizen in our community and the wider world – because families look after each other.

This same commitment is also integral to the aims of the Sustainable Development Goals.

The Sustainable Development Goals were agreed by UN member States in 2015. The 17 goals aim to:

- eradicate extreme poverty
- reduce inequality
- fix climate change.

These incredible aims will only be met by 2030 if we all contribute.

For more information on the Sustainable Development Goals: www.globalgoals.org

THE SUSTAINABLE DEVELOPMENT GOALS ACTIVITY POSTCARDS

These postcards are designed to teach Scouts of all ages about the Sustainable Development Goals, and discover ways to address the issues in their own communities and further afield. This booklet gives a summary of each goal, and the corresponding postcard has an activity you can run with your Section with ideas for how to take it further.

The activities will help young people to:

- try new things and develop their skills
- understand what it means to be an active and responsible citizen
- explore ways they can help their communities and the wider world
- consider issues from different perspectives and develop their own beliefs.

BADGES AND AWARDS

Each section's Awards include working in the community or completing environmental projects. There are also activity badges like the Global Issues and Environmental Conservation Badges, which fit neatly into these themes. In some cases, a number of these activities would meet the same badge requirement, whilst others are more specific.

Sustainable Development Goals		1	2	3	4
BEAVERS	World Challenge		X		
	Teamwork Challenge	X	X		
	Global Issues				
CUBS	World Challenge		X		
	Teamwork Challenge				
	Global Issues				
	Environmental Conservation				
SCOUTS	World Challenge	X	X	X	X
	Teamwork Challenge		X		
	Global Issues			X	X
	Environmental Conservation				
STAGED	Community Impact	X			

The table **here** shows which activities relate to which badges.

5	6	7	8	9	10	11	12	13	14	15	16	17
	X						X		X			X
X	X			X		X					X	
					X							
	X						X	X	X	X		X
	X					X					X	
			X			X						
							X		X			X
X	X	X	X	X	X	X	X	X	X	X	X	X
X						X					X	
						X					X	
	X	X					X		X			X
						X					X	X

"If you think you are too small to make a difference, try sleeping with a mosquito."
The Dalai Lama

LEARNING ABOUT LOOKING AFTER OUR PLANET AND EACH OTHER IS AN INTEGRAL PART OF SCOUTING

We have also included some activities for other badges which show you how to begin to incorporate these ideas into your whole Scout programme. These are listed below, by Section, alongside the relevant **Sustainable Development Goal activity number**:

Beavers

Challenge awards:

Skills (9), Adventure (7, 9)
Outdoor (7)

Activity badges:

Gardener (2)
Camp Craft (7)

Cubs

Challenge awards:

Skills (9), Adventure (7, 9)
Outdoor (7)

Activity badges:

Local Knowledge (4)
Backwoods Cooking (7)

Scouts

Challenge awards:

Outdoor (7)

Activity badges:

Smallholder (2)
Local Knowledge (4)

Staged

Activity badges:

Emergency Aid (3)
Navigator (4)

EXPLORERS AND NETWORK

Explorers and Network Members working towards their Platinum and Diamond Chief Scout's Awards, or their Queen's Scout Award can use these activities in several ways. Some of the activities link into Environmental or Community Projects which would meet the requirements in some areas of the International Community Values list for each award.

A number of the International Community Values list activities that also enable the Scouts to run those activities for younger Sections on an International, Community or Values theme. They can also help Scouts from younger Sections to achieve related badges and awards of their own. The activities here would be an excellent resource to use to provide those programme areas.

GETTING STARTED

HERE ARE SOME SUGGESTIONS OF WAYS YOU CAN INTRODUCE THE 17 SUSTAINABLE DEVELOPMENT GOALS TO YOUR SECTION

Watch the introductory animations from the World's Largest Lesson:

<http://worldslargestlesson.globalgoals.org>

After they have watched them ask the young people to:

- Draw a single comic frame image showing themselves using their superpower. Add into a speech bubble ideas on how they can help achieve the Global Goals.
- Draw a happy face and then write down or draw anything they think will make the world a better place for people to live in. Share their ideas. Explain that the 17 Sustainable Development Goals are trying to make the world a better place for everyone, but particularly the poorest and most vulnerable people around the world.
- In groups or pairs, pick a goal which is most important to them and then design their own logo or poster promoting the goal.
- In groups or pairs pick a goal and research what it means for people in their community. Ask them to agree on 5 steps they can take to work towards this goal. This is a good way of reminding them that the SDGs are for all countries all over the world.
- Older groups could tweet about the Global Goals and what they mean to them. Tweet [@TheGlobalGoals #globalgoals](https://twitter.com/TheGlobalGoals)

For further ideas visit:
<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals>

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it's the only thing that ever has." Margaret Mead

GOAL 1 NO POVERTY

(Worksheet on page 23)



Summary

There are some general targets for this goal, like reducing the number of people affected by poverty and encouraging more government spending. The other targets address social and infrastructure changes which help to eliminate poverty, like social protection, support to run business and targeted development programmes. When introducing this goal to your young people, you should be sensitive to their own circumstances, as poverty is not only something which affects other people somewhere else.

Targets

- No one lives in extreme poverty.
- Reduce by half the number of people living in poverty of any kind.
- Social protection, e.g. unemployment benefits, and free housing and health care, for people who need it most.
- Give people the chance to own property, run businesses, and take part in the economy, so that they have a chance to earn money and contribute.

- Housing and infrastructure can cope with disasters so that the poorest people are no more negatively affected than others in society.
- Support countries with high levels of poverty to put in place development programmes that will enable them to end poverty.
- Get governments to agree to spend more money on programmes and projects that work to end poverty.

Activity

Work with a set of cards to consider what things are 'necessary' and 'common' for young people living in Scotland.

Take it further

> The **Child Poverty Action Group** and **Save the Children** both work in Scotland to improve the lives of children and young people living in poverty. Find out more about the work of these organisations.



GOAL 2

ZERO HUNGER

(Worksheet on page 24)



Summary

Some of the targets relate to small-scale farming and the environment. It's important that food is grown near to the people who need to eat it and that the farming methods are sustainable. This goal considers how food is traded, so that it works for the people who grow the food and those who buy it.

It's a good idea to introduce this topic alongside other food related activities, as this will help the young people to connect their own eating and shopping habits to global issues.

Targets

- Ensure everyone can eat all year round.
- Ensure no one is malnourished, and that children, pregnant and breast-feeding women and old people, all have the food they need.
- Increase production by small food producers.
- Ensure farming isn't harming the environment and that farming methods can cope with the needs of climate change and disasters.

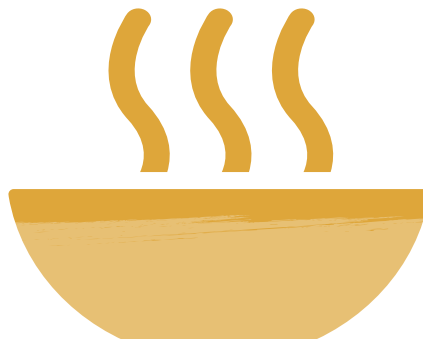
- Spend more money in supporting farming and food production in developing countries.
- Make sure food is traded fairly around the world.
- Make sure food markets allow people to get the food that has been produced while it's still good, and to make sure there's a steady supply so that prices can be stable and predictable.

Activity

Explore where food comes from and why people are hungry. Reconnect with where food comes from by growing your own.

Take it further

- > Research local shops which sell organic, local or fairly traded food.



GOAL 3 GOOD HEALTH AND WELL-BEING

3 GOOD HEALTH
AND WELL-BEING



Summary

While many of the targets for this goal focus on preventing diseases and ensuring quality healthcare for all, it is important to also think about ways we can protect our own health and consider the importance of mental health and well-being.

Targets

- Reduce the number of women dying in childbirth.
- Prevent the deaths of new-borns and children under five years old.
- End the epidemics such as HIV / AIDS and other diseases such as malaria, hepatitis and waterborne diseases.
- Educate people on prevention and abuse of drugs and alcohol as well as mental health issues.
- Halve global deaths and injuries from road traffic accidents.
- Provide information about family planning, sex education and reproductive health.
- Ensure that everyone can get the healthcare they need, including accessible and economical medicines and vaccines.

- Substantially reduce the number of deaths and illnesses from hazardous chemicals, air, water and soil pollution and contamination.

Activity

Find out how easily disease spreads and the importance of hand washing through a simulation game.

Take it further

- > If you are working towards an Emergency Aid badge, explain that gloves should be used whenever giving first aid, for the same reason as we wash our hands.
- > If you are working towards the Scout Global Issues badge, you can lead into a broader conversation about disease prevention, and use the existing Global Issues activities on HIV/AIDS.



GOAL 4 QUALITY EDUCATION



Summary

A good education impacts on the life chances of young people all over the world and enables them to participate fully in society. While the targets focus on ways to access and improve education for children everywhere, it is also important to remember all the things that a good education enables us to do.

Targets

- Ensure everyone can access school for free.
- Ensure everyone can access nursery and is looked after so they can go to school.
- Ensure everyone gets to do further education so they can get trained for a job.
- More people have the skills they need for good jobs.
- Ensure equal access to education for women, people of all races, disabled people, and children who are, for example, refugees.
- All young people and most adults can read and write.

- Education includes teaching people how to look after each other and our planet.
- Make better places to learn.
- Spend more money on scholarships which allow people in developing countries and tiny islands to go through higher education in other countries.
- Get more teachers everywhere, especially in developing countries and tiny islands.

Activity

By plotting their route to school, the group compare their experience of getting to school with that of young people in other countries.

Take it further

> Find out more about the **Send My Friend** to school campaign: www.sendmyfriend.org



GOAL 5

GENDER EQUALITY



Summary

Women and girls represent half of the world's population and therefore also half of its potential. But, still today gender inequality persists in all countries at all levels. We should remember that regardless of where you live, gender equality is a fundamental human right. Gender equality is important to achieving many of the other goals, from reducing poverty to improving the health and well-being of girls and boys.

Targets

- End all forms of discrimination against all women and girls everywhere.
- End all forms of violence against all women and girls, including trafficking and sexual and other types of exploitation.
- End all practices and traditions that may impair the physical, mental and sexual health of women and girls.
- Recognise and value women's work at home.
- Encourage women and girls to have equal opportunities to be heard and to have real opportunities to participate in all political, economic and social spheres.

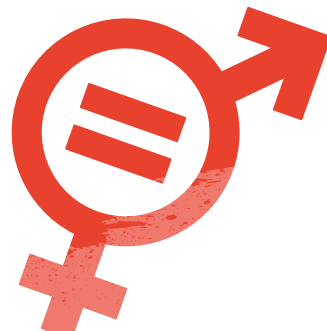
- Protect women's rights to sexual and reproductive health.
- Promote policies and laws to ensure gender equality, including reforms to give women equal access to ownership and control over land and other forms of property, financial services, inheritance and natural resources.

Activity

Think about attitudes to women and girls, including unconscious bias, through a simple simulation game.

Take it further

> Find out about the [#FromWhereIStand](https://www.fromwherestand.org/) project and conduct the survey: <http://worldslargestlesson.globalgoals.org/global-goals/gender-equality>



GOAL 6 CLEAN WATER AND SANITATION



Summary

It's hard to imagine life without clean tap water and flushing toilets, yet millions of people worldwide face challenges on a daily basis to collect clean water, access a toilet and deal with basic hygiene. Proper water and sanitation is a key foundation for achieving the SDGs, including good health and gender equality.

Targets

- Ensure access to clean water for all.
- Ensure all have access to sanitation (safe sewage disposal and good waste management) and public health education on healthy hygiene habits.
- Monitor water quality to reduce contamination. Prevent chemicals or contaminants from being thrown into the water.
- Improve water use, developing greater resources for it's reutilisation.
- Raise awareness among communities to ensure they play an active part in improving their water management and sanitation.

- Protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes.

Activity

Outdoor simulation game which encourages thinking about the importance of clean water and the challenges some people face in accessing this.

Take it further

- > Watch this video and use the notes to prompt a discussion: <http://water.org/water-crisis/womens-crisis>
- > Discuss: How does lack of access to adequate clean water and sanitation affect women around the world? What solutions are being developed?



GOAL 7

AFFORDABLE AND CLEAN ENERGY



Summary

Our everyday lives depend on reliable and affordable energy whether it's to power our household appliances, help us learn at school or keep us safe and warm at night. A well-established energy system supports all sectors: from businesses to medicine and education to agriculture. Without these energy supplies it is difficult for countries to progress and meet many other SDGs such as targets for health, poverty reduction and economic growth.

Targets

- Ensure access for all to affordable, reliable and modern energy services through new infrastructure and better technology.
- Promote energy efficiency – more quickly developing technology that wastes less energy.
- Increase the use of renewable energy sources globally compared with other sources of energy.
- Work together to research and develop renewable and other clean energy resources.

- By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries.

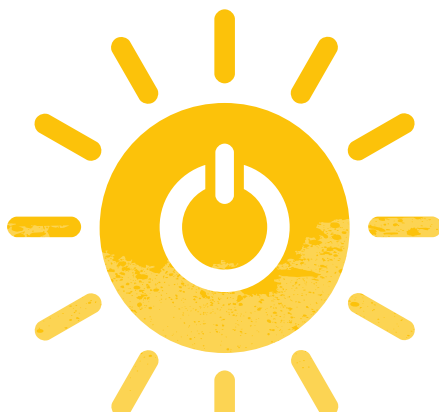
Activity

Explore sources of sustainable energy with an outdoor activity.

Take it further

> Find your ecological footprint using this helpful calculator and compare it with other young people's ecological footprints from around the world:

<http://cdn.worldslargestlesson.globalgoals.org/2016/06/Understanding-Sustainable-Living.pdf>



GOAL 8

DECENT WORK AND ECONOMIC GROWTH

(Worksheet on page 25)



Summary

Eradicating poverty is only possible if people are able to get stable and well-paid jobs. As well as creating jobs, working conditions need to be improved to ensure a fair income and safe and secure working environments. It is also important that men and women are given equal opportunities in the work place.

Targets

- Offer opportunities for safe, creative work that motivates people's development.
- Ensure our natural resources are respected and protected in economic activities.
- Promote decent work and safe working environments for all: men and women, youth, people with disabilities, and migrant workers.
- Reduce the proportion of youth not in employment, education or training.
- Prevent and end forced labour and child labour in all forms.
- Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants and those in precarious employment.

- Devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products.
- Increase Aid for Trade support for developing countries, in particular Least Developed Countries.
- Globally, take actions to give more jobs to young people.

Activity

Explore the clothes supply chain and find out how fair it is.

Take it further

> Investigate Fairtrade cotton and how this helps cotton farmers. Find out where you can buy Fairtrade cotton locally:

<http://www.fairtrade.org.uk/en/buying-fairtrade/cotton>



GOAL 9

INDUSTRY, INNOVATION AND INFRASTRUCTURE



Summary

We take a lot of our basic infrastructure such as roads, sanitation, electricity, water and communications for granted. But how sustainable are these? Economic growth, social development and climate action are all dependent on good infrastructure, sustainable development and technological progress.

Targets

- Develop sustainable and resilient infrastructure to support economic development and human well-being.
- Provide small businesses with access to credit and technical support for their development.
- Ensure companies promote sustainable development and do not harm the environment.
- Allocate resources for research to address that country's specific needs and improve technology.
- Ensure all have access to the internet and new technologies, especially those living in Least Developed Countries.

Activity

Take part in a scavenger hunt which encourages discussion on how access to technology improves communication and increases efficiency.

Take it further

'60% of the world's population don't have access to the internet. Although mobile phone ownership is rising divisions still persist in rural areas with women being the least likely to be able to access digital technology.'

'The world's poorest households are more likely to have a mobile phone than a toilet.'

> Ask the young people to discuss how they feel about the above. What do they think innovation should focus on first – digital technology or sanitation?



GOAL 10 REDUCED INEQUALITIES



Summary

Inequalities based on income, sex, age, disability, sexual orientation, race, class, ethnicity, religion and opportunity continue to persist across the world, within and among countries. We cannot achieve sustainable development and make the planet better for all if people are excluded from opportunities, services, and the chance for a better life.

Targets

- Ensure people living in poverty have access to support for rapid and sustainable economic growth.
- Ensure laws and practices do not discriminate against any group, but rather listen to people's needs and the input of those who are affected.
- Facilitate orderly, safe, regular and responsible migration and mobility of people.

- Ensure laws and social programmes protect disadvantaged and vulnerable people. For example, when establishing quotas in a political party, youth, women, indigenous peoples, and persons with disabilities must also be included.
- Ensure people who leave one country to live in another benefit from laws to protect them.

Activity

Inequalities are highlighted through a simulation game which uses the chocolate supply chain as an example.

Take it further

- > Investigate the Cadbury Cocoa Life project – do they think it's a good or bad thing?



GOAL 11

SUSTAINABLE CITIES AND COMMUNITIES

11 SUSTAINABLE CITIES AND COMMUNITIES



(See separate A4 folded worksheet)

Summary

Half of humanity, 3.5 billion people, live in cities today, and this number will continue to grow. Because the future will be urban for the majority of people, the solutions to some of the greatest issues facing humans – poverty, climate change, healthcare, education – must be found in city life.

Targets

- Ensure all have access to quality, safe housing and basic services.
- Provide safe, organised transport that is not harmful to the environment and is also specifically designed to serve children, women and vulnerable people.
- Engage communities in discussions and planning for improvement of their cities.
- Strengthen efforts to protect and safeguard the world's cultural and natural heritage.
- Increase resilience to disasters.
- Ensure monitoring of waste management and air quality.

- Prepare communities to manage their resources properly and to tackle climate change.

Activity

Outdoor activity to explore what you need to ensure that a community is sustainable and has enough to meet everyone's basic needs.

Take it further

- > Ask the young people to think about what they have seen on the news. Are different countries more/less vulnerable? Explain that vulnerability to natural disasters isn't the same for each country around the world. What factors do they think affects this?
- > Research a recent natural disaster that has happened in the real world and find out what resources those communities needed to help them survive and rebuild.



GOAL 12

RESPONSIBLE CONSUMPTION AND PRODUCTION



Summary

More people globally are expected to join the middle class over the next two decades. This is good for individual prosperity but it will increase demand for already constrained natural resources. If we don't act to change our consumption and production patterns, we will cause irreversible damage to our environment.

Encourage the Section to think about their own consumer habits – what do they need and what do they want?

Targets

- Halve the amount of global food waste per person, by individuals and companies.
- Ensure that international agreements for handling harmful chemicals are met, taking care of the air, water and soil.
- Reduce the generation of waste through the three Rs: Reduce, Reuse and Recycle.

- Ensure large companies' practices are responsible, open and environmentally sound.
- Keep the public informed and educated, and provide the tools to live in harmony with nature for sustainable lifestyles.

Activity

Find out what happens to old mobile phones and explore attitudes to owning, buying and disposing of mobile phones.

Take it further

- > Arrange a mobile phone recycling drive with your group. Find out about the recycling schemes offered by Oxfam or Christian Aid.
- > Get the section to design posters and flyers to put up in your community. If you have a blog or Facebook page, advertise it there. Keep track of how many are collected by each group and see who can gather the most over a set period of time.



GOAL 13 CLIMATE ACTION



Summary

Climate change is caused by human activities and is threatening the way we live and the future of our planet. By addressing climate change, we can build a sustainable world for everyone. But we need to act now.

Targets

- Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.
- Address climate change issues in government's agendas and allocate resources to combat climate change.
- Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

- Support effective climate change-related planning and management in Least Developed Countries and small island developing States, including focusing on women, youth and local and marginalised communities.

Activity

Debate and explore what young people think and know about climate change and what they can do about it.

Take it further

> Take part in WWF's Earth Hour, an annual global event where people come together and switch off their lights for an hour. Lots of activity ideas for outdoor fun and night time adventures.

www.wwf.org.uk/earthhour/youth-resources



GOAL 14 LIFE BELOW WATER



Summary

Over three quarters of our planet is covered by oceans. They contain over 80 percent of all life on earth, mostly unexplored. Millions of people worldwide depend on the oceans for their daily livelihoods. They help also with the breakdown and removal of waste and pollution, and their coastal ecosystems act as buffers to reduce damage from storms. We need to protect our oceans.

Targets

- Prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities.
- Sustainably manage and protect marine and coastal ecosystems.
- Enact laws that prohibit illegal fishing, overfishing and other destructive fishing practices.
- Minimise and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels.

- By 2030, increase the economic benefits to Small Island Developing States and Least Developed Countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism.
- Provide access for small-scale artisanal fishers to marine resources and markets.
- By 2020, conserve at least 10% of coastal and marine areas.

Activity

Organise a litter pick at a local beach or river to find out about the rubbish which pollutes our seas and rivers.

Take it further

> Find out more about the technology being used to clean up the world's oceans: <https://www.theoceancleanup.com/technology>



GOAL 15 LIFE ON LAND

(Worksheet on pages 26-27)



Summary

Forests cover nearly 31 percent of our planet's land area. From the air we breathe, to the water we drink, to the food we eat forests sustain us. However, forests continue to be chopped down at an alarming rate. Encourage the young people to think about how their local actions can have global impacts.

Targets

- Protect and conserve ecosystems (for example, deserts and rainforests) by respecting signed international agreements.
- Reduce deforestation and plant more trees in order to reforest.
- Combat desertification, restore degraded land and soil.
- Ensure conservation of mountain ecosystems, including their biodiversity.
- Protect and urgently prevent the extinction of endangered species: stop uncontrolled hunting and trafficking of protected species of flora and fauna. Involve indigenous communities in this process.

Activity

Use activity cards to explore what will happen locally and globally if we continue to cut down rainforests.

Take it further

> Watch the video:

<https://vimeo.com/194425715>

> Talk about why forests are so important to indigenous women. Why they need to be involved in conservation efforts and work with policymakers to make decisions regarding this ecosystem which is so rich in biodiversity.

> For more information on climate change and forests visit:

www.forestsforthefuture.co.uk

– a resource investigating trees, forests and climate change.



GOAL 16 PEACE AND JUSTICE



Summary

Peaceful, just and inclusive societies are necessary to achieve the goals. People everywhere need to feel safe as they go about their lives whatever their ethnicity, faith or sexual orientation. In order to advance the goals we need effective and inclusive public institutions that can deliver quality education and healthcare, fair economic policies and inclusive environmental protection.

Targets

- End violence in the world and related death rates everywhere.
- End the abuse, exploitation, trafficking and all forms of violence and torture against children.
- Ensure that everyone has equal access to justice in their country or internationally.
- Combat crime and corruption in any form.
- Ensure citizens are consulted and their governments make decisions with the interest of children and adults in mind. For example, children and young people must be consulted before a legal law which affects their lives is signed.

- Ensure all children are given an identity including birth registration.
- Ensure all people have free access to information.
- Strengthen institutions to prevent violence, terrorism and crime.

Activity

Activity where the participants vote and find out what it means not to have a voice.

Take it further

- > Find out more about Children's Rights with UNICEF resources.
- > For those aged 15+, this practical guide for youth action looks at power, rights and participation.

<http://restlessdevelopment.org/file/power-rights-and-participation-pdf>



GOAL 17

PARTNERSHIPS FOR THE GOALS

17 PARTNERSHIPS FOR THE GOALS



Summary

We need everyone to come together – governments, civil society, scientists, academia and the private sector – to achieve the 17 Sustainable Development Goals. The agenda is universal and calls for action by all countries, both developed countries and developing countries, to ensure no one is left behind. Strengthen the means of implementation and revitalise the global partnership for sustainable development.

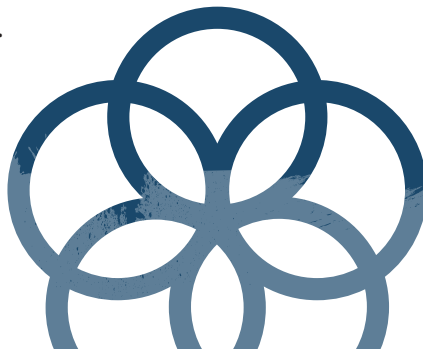
Targets

- Help ensure all countries have met these goals by 2030. The SDGs should be present in national plans and each State will decide which issues are most pressing in their country.
- Ensure each State allocates its own resources to achieve the SDGs. In addition, developed countries should commit to supporting achievement of the goals in less developed countries.

- Respect countries' policy decisions, provided they are consistent. For example, you cannot create rules for the protection of natural resources, and give permission for their exploitation at the same time.
- Engage with the organisations and individuals who have been working for many years on the various topics related to the SDGs. Involve them in the process of achieving the goals.
- Ensure States improve their data and statistics management to be able to assess their progress towards the achievement of the goals.

Activity

This is a longer activity which will take place over a series of evenings where the young people work towards selecting and taking action on issues that they care about.



WORKSHEET FOR GOAL 1

NO POVERTY (see page 6)



What is 'common' and 'necessary' cards

Regular leisure activities (swimming, playing an instrument, participating in youth organisations)

Three meals and fresh fruit or vegetables every day

Indoor games

An internet connection

Two pairs of properly fitting shoes

At least one meal a day with meat, chicken or fish, or a vegetarian equivalent

Money to participate in school trips and events

Books at home (not including school books)

A quiet place with enough room and light to do homework

Some new clothes i.e. not all second-hand

Outdoor play equipment (bicycle, roller skates)

The opportunity to have friends home to play and eat

The opportunity to celebrate special occasions such as birthdays

WORKSHEET FOR GOAL 2 (see page 7)

ZERO HUNGER



Why are people hungry worksheet

'We had a small piece of land where we could grow rice to eat. But it was taken by a company growing fruit to sell abroad.'

Maria, the Philippines

'We grow a little coffee to earn money for food and clothes. But we are paid very little for it and so we cannot buy much.'

Silvia, Peru

'Sometimes I only have enough money to buy food for the baby. Then I have nothing to eat.'

Annie, a young mother from Leeds

'Anthony was driven from his land by fighting. My house, my sugar cane and my orange trees were all burnt.'

Anthony, Kenya

'I did not have breakfast this morning. The shops are full of food, but I have no money to buy anything.'

John, England

'My husband lost his job. There's not much food now. It's two weeks since we had meat.'

Marinalva, Brazil

Adapted from

www.oxfam.org.uk/education/resources/making-a-meal-of-it



DECENT WORK AND ECONOMIC GROWTH

Role cards

Cotton grower

Small family farm, raw materials, manual work, time to grow and harvest, unfavourable weather, looking after family

Weaver

Long tricky process, highly skilled job, paying staff, repaying loans on expensive machinery

Cotton buyer

Trading risks buying and selling, arranging transport, changeable markets

Shop owner

Cost of premises, shop fittings, advertising, price reductions

Factory owner

Meeting style requirements, quality control, paying skilled workers, profit is invested in design and manufacture of new jeans

LIFE ON LAND



A World without rainforests cards

Rainforest plants are used to make medicine to help find cures for diseases. If the forests are destroyed we lose the chance to discover important new medicines.

Rainforests pump heat from the hot regions of the world to the cooler regions, and without them the climate will change.

When the forest is cut down the people who live there lose their homes, livelihoods and way of life.

Tree canopies provide shade, cooling the environment around them.

More than half of the world's animal species live in the rainforest. When the forest is destroyed species die out and important biodiversity is lost.

Forests protect the soil from the rain. Without them the soil is washed away into the creeks and rivers and can cause flooding.

Forests absorb and store carbon. When the forest is cleared the carbon is released as carbon dioxide which contributes to climate change.

The rainforests have evolved over millions of years and once they have been cut down it takes many years for them to regrow.

People living in and around the rainforests depend on fresh water to grow their crops and stay healthy. As the forest is cut down the water supply falls as the rainfall decreases.

Trees are cut down to plant soybeans and palm oil trees. Chemicals sprayed onto these trees pollute the rivers, kill many of the fish, destroy people's crops and can cause health problems.

Trees absorb carbon dioxide and release oxygen and purify the air we breathe. Without the trees of the rainforest our air will be more polluted.



ABOUT THIS PUBLICATION

This publication was produced in 2017 as part of a three-year European project funded by the European Commission: *Scouts and Guides, Active Global Citizens*.

The project brought together Global Education NGOs and Scout and Guide Associations from seven European countries, advocating a shared vision of a Global Citizenship approach to Scouting and Guiding. Global Citizenship education enables young people to be able and motivated to challenge global inequality – creating a fairer future for all.

Partners within this project worked together to create practical and engaging Global Citizenship tools for Scout and Guide Leaders. The tools offer a Global Citizenship framework for Scouting and Guiding, encourage self-evaluation and offer participatory activities for young people. In Scotland the tools are hosted at: www.scotdec.org.uk/resources

In Scotland the project partner Scotdec, a Global Learning centre based in Edinburgh, worked in partnership with Scouts Scotland and GirlGuiding Scotland to deliver Global Citizenship workshops for Scout and Guide Leaders. Through these workshops the idea developed to create engaging and practical SDG activities specifically for Guide and Scout Leaders. These postcards are the outcome of that work.

The World Association of Girl Guides and Girl Scouts (WAGGGS) and World Organisation of the Scout Movement (WOSM) have more than 50 million members represented in more than 216 countries. Both organisations have publicly committed to supporting the SDGs.

**Scotdec welcomes
feedback and collaboration:**
www.scotdec.org.uk



**'Global Citizenship education
enables young people to be
able and motivated to challenge
global inequality creating
a fairer future for all.'**



**"BE THE CHANGE
THAT YOU WISH TO SEE
IN THE WORLD."** **GANDHI**

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**IN SEPTEMBER 2015 193
WORLD LEADERS AGREED
TO 17 GLOBAL GOALS FOR
SUSTAINABLE DEVELOPMENT.
ACHIEVING THESE GOALS
WOULD MEAN AN END
TO EXTREME POVERTY,
INEQUALITY AND CLIMATE
CHANGE BY 2030.**

**AS THE LARGEST CO-
EDUCATIONAL VOLUNTEER-
LED MOVEMENT FOR
YOUNG PEOPLE IN
SCOTLAND, WORKING
TO ACTIVELY ENGAGE
YOUNG PEOPLE IN THEIR
PERSONAL DEVELOPMENT,
EMPOWERING THEM
TO MAKE A POSITIVE
CONTRIBUTION TO SOCIETY,
SCOUTS SCOTLAND IS WELL
PLACED TO PROMOTE AND TAKE
ACTION FOR THE SUSTAINABLE
DEVELOPMENT GOALS.**



Scouts & Guides
Active Global
Citizens



European Union