

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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Go! 

ACTIVITY (20 MINUTES)

You need plenty of space either inside or outside. Mark out an imaginary line with the signs 'agree' and 'disagree' at each end. Ask the group to imagine a line from one side of the space to the other. Explain that you are going to read out some statements and they should place themselves along the imaginary line in the place which best reflects their opinion on the statement. There are no 'wrong' or 'right' answers!

Start with a practice statement:

- Cats are better than dogs.

Now read out each of the following statements on climate change and allow them to think and choose a position. Encourage people in different positions to say a few words about their choice.

- Climate change won't really affect people.
- Everyone in the world is equally responsible for climate change.
- Everyone will be impacted by climate change in the same way.
- We need to do more about climate change.

DISCUSSION (10 MINUTES)

Did they change their mind after listening to the ideas from others?

Climate change is having an impact now and on people. These impacts will be felt worse by those who are poorest and also least responsible. What can they do to help combat climate change?



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GOAL 14

LIFE BELOW WATER

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

1 HOUR
20 MINUTES+



PURPOSE

To learn about rubbish which pollutes our seas and rivers.

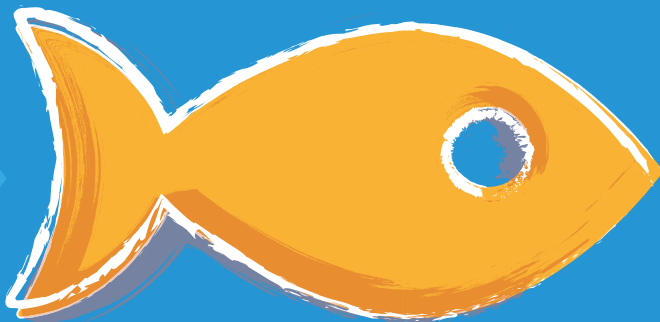
PLACE

Plan an expedition, trip or a camp to a local river or beach. Do a risk assessment of the activity before you go.

MATERIALS

Thick rubber gloves, bin bags and other protective gear

Clipboards, paper and pens



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ACTIVITY (1 HOUR+)

Spread out along the beach or river bank in small groups. One person should take a note of all the litter that is gathered – what material is it made of? How many items are collected?

If you're on the beach, collect small plastic items separately. Gather and arrange them into a colourful design – you might like to take pictures of it to use in posters etc. if you follow up this issue for your Environmental Conservation Badge. This activity is possible in other settings, but may be hazardous. Plastic washed up by the sea is fairly clean, and easy to handle.

FOLLOW UP (20 MINUTES+)

After collecting the litter, watch a video <https://www.youtube.com/watch?v=-OyEcLuDMek> or have a discussion about water pollution.

Help the young people to understand what is polluting our water, and how it gets there. Challenge them to think about what they can do themselves that will make a difference – using less plastic, what they flush down the toilet, not dropping litter, more beach cleans and litter collections with other local organisations.



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GOAL 15 LIFE ON LAND

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

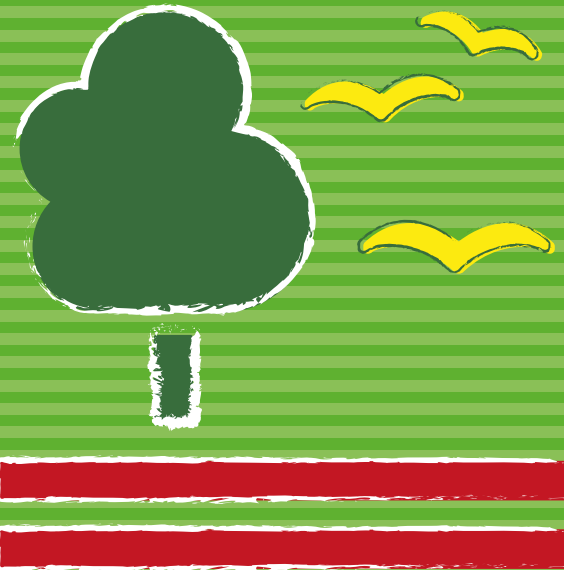


PURPOSE

To explore what will happen locally and globally if we continue to cut down rainforest at the current rate.

MATERIALS

Set of 'A World without Rainforests Cards' per group (see booklet, pages 26-27)



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ACTIVITY (30 MINUTES)

Explain that while much is being done to protect the rainforest, it is still under threat from destruction. Every minute an area the equivalent to 25 football pitches is being destroyed. This activity will show what will happen if we continue to destroy rainforest at this rate.

Put the young people into groups of 4 or 5 and give them a set of 'A World without Rainforest' cards. They must sort the cards into 2 categories: 'How forest clearance affects the people, plants and animals that live in the rainforest' and 'How forest clearance affects us globally'.

They should have 7 cards in the 'How forest clearance affects us globally' pile. Now they must rank these 7 cards according to which issues they

think are most important and which issues are least important. They can rank the cards with the 2 most important at the top and the 2 least important at the bottom.

Groups can share their most important and least important issues and discuss their choices.

DISCUSSION

Use the information gathered from the cards to talk about the impacts on forests, people, biodiversity and climate change. Encourage them to reflect on both the global and local impacts.



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GOAL 16

PEACE AND JUSTICE

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



50+ MINUTES

PURPOSE

To reflect on the importance of our right to participate through voting.

MATERIALS

- A collection of counters or plastic bottle tops
- UN convention on the Rights of the Child Article 12



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PREPARE

- Select a range of questions to ask your young people to vote on. For example, 'We would like to have a snack break in the middle of our meeting.'
- Label two small tubs with 'Yes' and No'.

ACTIVITY (20+ MINUTES)

Equally distribute the bottle tops inviting the group to vote on issues that are important to them. Read out the first question and ask them to vote 'Yes' or 'No'. Make a count and record the number.

Collect and redistribute the bottle tops, but miss out some of the young people so that they miss out on the vote.

Repeat this activity until you have asked all the questions.

DISCUSSION (30 MINUTES)

After the voting, ask them how they felt about being left out of a vote that they cared about.

Do they think that young people (16+) should be allowed to vote in Scotland?

The UN Convention of the Rights of the Child (UNCRC), Article 12, states that children have the right to participate in decision-making processes that may be relevant in their lives.

Do they feel that there are opportunities for their voices to be listened to? In their group? At school? In the community? Elsewhere?

16 PEACE AND JUSTICE



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GOAL 17

PARTNERSHIPS FOR THE GOALS

Strengthen the means of implementation and revitalize the global partnership for sustainable development

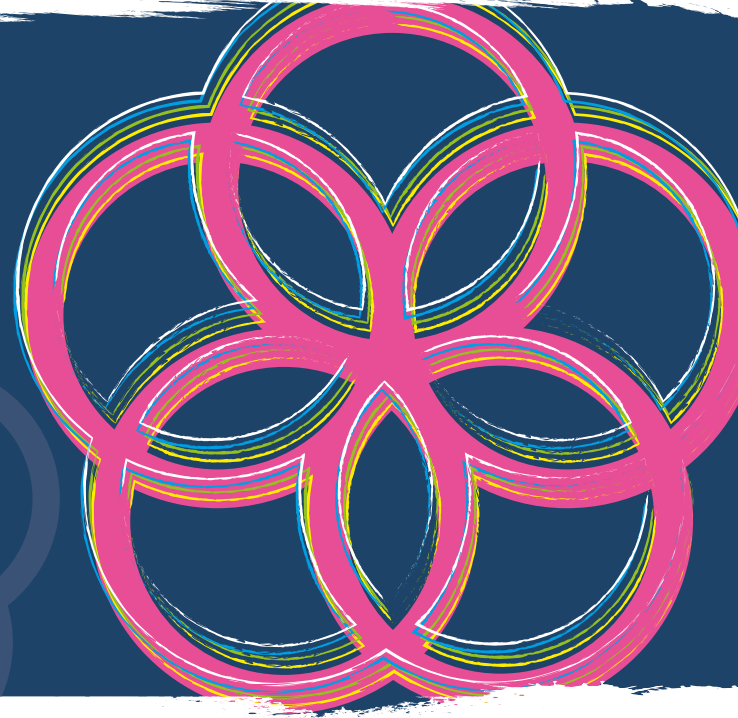
PURPOSE

Support young people to take action on issues they care about.

AIMS

To connect all 17 goals and consolidate understanding and awareness of:

- Standing up for justice and equity
- Global interdependence
- Sustainable way of living
- Respecting diversity and identity
- Conflict resolution and cooperation



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Go!



GET ACTIVE!

Step 1: Choose an issue and an organisation.

Step 2: Look at the organisation's website and see if they have existing projects that you can join in with: beach cleaning, mobile phone recycling, garden clean ups, etc.

Step 3: Write an email to the organisation with your section to let them know you want to join their initiative, or get help from them to set up a new one.

Step 4: Plan the project with your young people. Make sure they get to take part in making the decisions about how the project will work, and what they will do to take part in it.

Step 5: Carry out the project over 2-3 months/3-6 sessions

Step 6: Have a meeting night at the end of the project where you celebrate what you've achieved. Invite someone from the organisation or who has benefited directly from the project to talk about the impact it had. Get the young people to talk about what they enjoyed and learned, and what they might do differently another time.

Step 7: Promote your project by making a video, writing an article, or giving a presentation.



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