

SUSTAINABLE DEVELOPMENT GOALS CHALLENGE BADGE



WWW.SCOTDEC.ORG.UK

This publication has been produced with the financial support of the European Union. The contents of this publication are the sole responsibility of Scotdec and cannot in any way be taken to reflect the views of the European Commission



WHAT ARE THE UN SUSTAINABLE DEVELOPMENT GOALS?

World Leaders committed to the UN Sustainable Development Goals (SDGs). There are 17 Goals that aim to achieve three amazing things in the next 15 years.

- **End extreme poverty**
- **Fight inequality and injustice**
- **Fix climate change**

These 17 Goals have targets which apply to all countries all over the world. To achieve these Goals by 2030 everyone needs to play their part.

Girlguiding Scotland and the Sustainable Development Goals

The Promise is what brings everyone in Girlguiding together. Our Promise links us to the other ten million girls and young women who are all part of the

World Association of Girl Guides and Girl Scouts (WAGGGS). Although we may have different languages, cultures and beliefs, each member makes a commitment:

- To do her best
- To be an active citizen of her community and the wider world
- To help others – from a kind word to a neighbour to huge international campaigns
- To develop her spiritual side – whatever she believes or cares about, and to respect the beliefs of others.

These themes run through everything we do in Girlguiding Scotland and are also at the heart of the SDGs.

This SDG Challenge Badge has been designed for young people to learn about the SDGs and encourage them to become the generation that changes the world.

For more information on the SDGs visit:
www.globalgoals.org



ABOUT THE SUSTAINABLE DEVELOPMENT GOALS CHALLENGE BADGE

This handbook and the accompanying **17 activity postcards** have been written for Girlguiding leaders to use with any section.

Through participating in the activities on the postcards the girls will:

- gain a deeper understanding of what it means to be an active and responsible global citizen
- explore ways they can help others and make a positive difference in their communities and the wider world
- look at issues from different viewpoints and develop their own beliefs.

The SDGs can be grouped into seven themes (from Oxfam UK, Education Resources):

- 1. Poverty**
- 2. Health and Wellbeing**
- 3. Education, Skills & Jobs**
- 4. Safe and Fair World**
- 5. Sustainability**
- 6. Environment**
- 7. Working Together**

To earn the SDGs Challenge Badge the minimum number of activities each section should complete are detailed here. You can of course do more than the minimum for your section.

Rainbows

> Do three activities.

Brownies

> Do five activities across different themes.

Guides

> Do seven activities, one from each theme.

The Senior Section

> Do nine activities with at least one from each theme plus the activity for Goal 17.

The table, *on page 5*, suggests which activities are most suitable for each section based on the difficulty of the task and level of understanding needed. Depending on the ages of the girls you may wish to change some activities to make them more or less challenging.

The aim of Goal 17 is to connect all the Goals and consolidate understanding and awareness of the themes. The activity for Goal 17 is most suitable for Guides and members of The Senior Section and should be carried out after you have completed the other activities.



GETTING STARTED HERE ARE SOME SUGGESTIONS OF WAYS YOU CAN INTRODUCE THE 17 SDGS TO THE GIRLS

Watch the introductory animations from the World's Largest Lesson:
<http://worldslargestlesson.globalgoals.org>

After they have watched a film clip:

- Get the girls to draw a single comic frame image showing themselves using their superpower. Ask them to add a speech bubble of how they can help with the SDGs.
- Ask the girls, in groups or pairs, to pick the Goal which is most important to them and then design their own logo or poster to raise awareness about it.
- For The Senior Section: Ask the girls to write a tweet on the SDGs and what they mean to them @TheGlobalGoals #globalgoals and tag @GirlguidingScot
- In groups or pairs get the girls to pick a Goal and find out what it means for people in their community and for people in other countries. This is a good way of reminding the girls that the SDGs are for everyone all over the world.
- Get the girls to draw a happy face. On it 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 SDGs are trying to make the world a better place for everyone, but particularly the poorest and most vulnerable people around the world.

● **For further ideas visit the World's Largest Lesson:**
<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



R Rainbows
B Brownies
G Guides
SS The Senior Section

Most suitable for:

R **B** **G** **SS**

GOALS

THEMES

Theme	Goal	R	B	G	SS
Poverty	1 No poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	10 Reduce inequalities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Health & wellbeing	2 Zero hunger	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	3 Good health & wellbeing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6 Clean water & sanitation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Education, skills & jobs	4 Quality education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	8 Decent work & economic growth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Safe & fair world	5 Gender equality	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	16 Peace, justice & strong institutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sustainability	7 Affordable & clean energy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9 Industry, innovation & infrastructure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	11 Sustainable cities & communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	12 Responsible consumption & production	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Environment	13 Climate action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	14 Life below water	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	15 Life on land	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Working together	17 Partnerships for the Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



GOAL 1: NO POVERTY



40 MINUTES

1 NO POVERTY



End extreme poverty everywhere

PURPOSE

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

MATERIALS

Set of what is 'common and necessary' cards per group (*see next page for worksheet*)

ACTIVITY (30 MINUTES)

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

Give each group a set of 'common and necessary' cards. After basic needs have been met, how important do they think things on the cards are? There is one blank card if they think anything is missing. Can they order them from 'essential' to 'not important'?

DISCUSSION (10 MINUTES)

How 'common' or 'necessary' do they consider the things on the cards?

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

Why might people try to hide thoughts and feelings if they didn't have some of these things?

How can we help people to share their problems?

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

WORKSHEET



WORKSHEET FOR GOAL 1

NO POVERTY



What is 'common' and 'necessary' cards

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

Three meals of fresh fruit and vegetables everyday

Indoor games

An internet connection and laptop

Two pairs of properly fitting shoes

At least one healthy meal a day

A mobile phone

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

The opportunity to have friends home to play and eat

SUMMARY



Summary

GOAL 1

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 are about social and infrastructure changes which help to reduce poverty – like social protection, support to run business and targeted development programmes.

When introducing this Goal to your unit, you should be sensitive to their individual circumstances, as poverty is not only something which affects other people somewhere else.

TARGETS

- No one lives in extreme poverty
- Half as many people 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 that can cope with disasters, so that the poorest people are no more badly affected than others in society
- Support countries with high levels of poverty to put in place development programmes that will enable them to reduce 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 they consider '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.

GO TO GOAL 2 

GOAL 2: ZERO HUNGER

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



25+ MINUTES

PURPOSE

To explore why some people are hungry across the world.

MATERIALS

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

ACTIVITY 1 (25 MINUTES)

Display the food items. Talk about where the food is from and how it gets to us. Look at the different countries where the food has been grown or made. Is there anything that surprises them? In Scotland we buy most of our food from supermarkets and it comes from countries all over the world.

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 ways to solve these problems. They may suggest that growing food would help, if not, you could add it to the list and see what they think.

ACTIVITY 2

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

Give each group a plant pot or space in the garden, seeds and compost. Encourage them to find out about the seeds they have planted and how to take care of them. Seeds can be grown at your meeting space or pots can be taken home. Challenge them to see who can grow the tallest / biggest / tastiest. What do they need to think about when taking care of their plants?

WORKSHEET A green outline of a downward-pointing arrow.

WORKSHEET FOR GOAL 2

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

SUMMARY



Summary

GOAL 2

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.

GO TO GOAL 3 

GOAL 3: GOOD HEALTH AND WELLBEING

3 GOOD HEALTH AND WELL-BEING



Ensure healthy lives and promote wellbeing 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

ACTIVITY 1 (15 MINUTES)

Put paint on the left hand of one or two of the group. Ask everyone to shake left hands with the person on each side of them. Then shout out things to get everybody shaking hands. For example, shake hands with someone 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 group a damp towel. Repeat the hand shaking activity but tell anyone with a towel to wipe the paint off their hand between shakes. Shout out things as before.

DISCUSSION (10 MINUTES)

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

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

In some countries where there is very little clean water, it is difficult to wash your hands as water has to be saved for things like drinking.

SUMMARY



Summary

GOAL 3

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 think about the importance of mental health and wellbeing.

TARGETS

- Reduce the number of women dying in childbirth
- Prevent the deaths of new-borns and children under five years old
- End epidemics such as HIV / AIDS and other diseases such as malaria, hepatitis and waterborne diseases
- Educate people on the 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

Play this game to find out how easily disease spreads and the importance of hand washing.

TAKE IT FURTHER

- > If you are working towards your Brownie or Guide First Aid badges, explain that gloves should be used whenever giving first aid, for the same reason as we wash our hands.
- > If you are working with older girls this can lead into a broader conversation about disease prevention, and work towards the AIDS badge:

www.wagggg.org/en/resources/aids-badge-curriculum

GO TO GOAL 4 

GOAL 4: QUALITY EDUCATION



50 MINUTES

4 QUALITY EDUCATION



Ensure inclusive quality education

PURPOSE

To look at how they get to school and compare it with young people in other countries.

MATERIALS

- List of where local schools are
- Maps of the area, string, ruler, pencils and paper
- Projector, internet or film downloaded or photo and story printed

ACTIVITY 1 (20 MINUTES)

In groups, ask everyone to find their house and their school on the map. Mark their walk to school, measure the distance with string, then measure the string with a ruler and ask how long they think it would take them to walk.

DISCUSSION

How do they feel about their journey to school?

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):

www.youtube.com/watch?v=elsQ0B43Q9Y

Or share Sylvia's story. Please note this may not be suitable for young girls. You could print one of the photos and just read an edited version:

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

Ask them to describe what they saw/read.

- Ages of the young people
- Distance and time they travel
- Dangers they face

Ask the group 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?
- Why do they think children make so much effort to go to school?

You could hold a movie night and watch the whole film, but please check you follow Girlguiding's notes on showing movies: www.girlguiding.org.uk

SUMMARY



Summary

GOAL 4

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

TARGETS

- Ensure everyone can access school for free
- Ensure everyone can access nursery
- Ensure everyone can access 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 remote islands to go through higher education in other countries
- Get more teachers everywhere, especially in developing countries and remote islands.

ACTIVITY

By plotting their route to school, the girls 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

GO TO GOAL 5 

GOAL 5: GENDER EQUALITY

Achieve gender equality and empower all women and girls



PURPOSE

To explore gender inequality in everyday life.

MATERIALS

Each team needs

- 1 ruler, 2 pencils, 2 pairs of scissors, 1 rubber
- Template of a 4cm wide square
- 3 sheets of yellow OR 3 sheets of green paper

ACTIVITY (15 MINUTES)

Give each team a full set of materials, but make sure that some teams only get green paper and some teams only get yellow paper. Ask them to make as many squares as possible in 15 minutes. Tell them that 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 someone from each team should bring up their squares for you to judge and

count points. Continue the game and 'check in' again after another 5 minutes. Repeat again and after the full 15 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 ok if they're a little scruffy.

DISCUSSION (15 minutes)

Did they like the game? Was it fair?

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

Can you think of situations where girls and boys are treated differently?

What could make things fairer?

Is there anything they can do themselves that would make a difference?

SUMMARY

Summary

GOAL 5

Women and girls make up half of the world's population and therefore also half of its potential. But, still today there is gender inequality in all countries at all levels. We should remember that no matter where you live, gender equality is a basic human right. It is important to achieving many of the other SDGs, from reducing poverty to improving the health and wellbeing 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, give women equal access to ownership and control over land and other forms of property, financial services, inheritance and natural resources.

ACTIVITY

Play a simple game to think about attitudes to women and girls, including bias we are not even aware of.

TAKE IT FURTHER

> Find out about the **#FromWhereIStand** project and conduct the survey with your unit:

<http://worldslargestlesson.globalgoals.org/global-goals/gender-equality>

GO TO GOAL 6 

GOAL 6: CLEAN WATER AND SANITATION



30 MINUTES

6 CLEAN WATER AND SANITATION



Ensure access to safe water and water and sanitation for all

PURPOSE

To understand that safe drinking water is very precious and not everyone can easily get it.

PLACE

Outdoors and somewhere that won't get slippery when wet.

MATERIALS

Water, plastic cup or container (all the same size), buckets, obstacles, measuring jugs

ACTIVITY (20 MINUTES)

Set up an obstacle course and put everyone into teams. Put a full bucket of water in front of each team at the start and an empty bucket at the opposite end. Tell them that they are living in a village in Malawi and that each bucket of water is a well. They need to collect water for themselves and their family from the well (the full bucket) and take it back to their village (the empty bucket). Between them and their village are lots of obstacles.

One person from each team fills a plastic cup / container with water from the bucket, carries it round the obstacle course and pours it into their empty bucket. She then runs back and passes the container to the next person. The game finishes when everyone has had a turn. At the end (and only at the end!) tell 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? What would it be like if they had to do this every day? If it was more difficult to get clean water would it change how we use it? In some countries, what difficulties do they think very poor people have trying to find clean water? It is often women and girls who carry water. What might this mean for them?

SUMMARY



Summary

GOAL 6

It's hard to imagine life without clean running water and flushing toilets. Yet millions of people worldwide face challenges on a daily basis to collect clean water, access a toilet and keep clean.

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 great resources for its reuse
- Raise awareness among communities to make sure 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 girls to think 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?

GO TO GOAL 7 

GOAL 7: AFFORDABLE AND CLEAN ENERGY

7 AFFORDABLE AND CLEAN ENERGY



1 HOUR+

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

PURPOSE

To understand how energy can be 'green' – green sources of energy don't pollute the air or water and cannot be used up.

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 firelighting kit

ACTIVITY (1 HOUR+)

Ask everyone to gather fallen (only) wood and light a fire.

DISCUSSION

Is this wood a sustainable source of energy?

The group didn't damage the tree when collecting it, so it will keep growing and is therefore sustainable. Next year there will be more fallen wood in the forest.

If, however, people cut down trees then this is not sustainable as trees take many years to grow. Explain that in some countries wood is the only source of energy. What might happen when their supply of wood is used up?

Highlight the burning of gas and oil to make electricity. It takes millions of years to make more oil and gas. Other energy sources like wind, sun, and water are 'greener' because they don't use up or destroy things in the natural environment.

SUMMARY



Summary

GOAL 7

Our everyday lives depend on reliable and affordable energy whether it's to power our household goods, 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.

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 out about your environmental footprint using this helpful calculator and compare it with other children's environmental footprint from around the world:

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

GO TO GOAL 8 

GOAL 8: DECENT WORK AND ECONOMIC GROWTH

8 DECENT WORK AND ECONOMIC GROWTH



50 MINUTES

Promote inclusive and sustainable economic growth and decent work for all

PURPOSE

To understand where and how clothes are made.

MATERIALS

A pair of jeans, paper, pens and a set of role cards (*see next page for worksheet*)

ACTIVITY (30 MINUTES)

Hold up a pair of jeans. Tell them that they cost £24 to buy. Lots of people were involved in making these jeans. As a group discuss who they think is involved. Share the ones that they did not think of.

1. Cotton grower
2. Cotton buyer
3. Person who weaves the cotton into fabric
4. Factory owner who makes the jeans
5. Shop owner who sells the jeans

Split them into five groups and give each group one of the people (above). Explain they have 10 minutes to prepare a 'pitch'

to explain how much of the £24 they think they should get and why.

Give each group 2 minutes to make their 'pitch'.

DISCUSSION (20 minutes)

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

Tell the group how much of the £24 each person actually gets:

- Cotton grower: 60p
- 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 shared, based on what they have learned about the jobs each person does.

WORKSHEET



WORKSHEET FOR GOAL 8 DECENT WORK AND ECONOMIC GROWTH



Role cards

Cotton grower

works on a small farm, hard physical work planting and picking cotton, bad weather conditions can damage harvest, responsible for family income

Cotton weaver

long tricky process, need to be highly skilled, repaying loans on expensive machinery needed to weave cotton

Cotton buyer

could lose money buying and selling cotton as price goes up and down, has to pay to transport fresh picked cotton to the cotton weaver

Shop owner

must pay rent for building, pay staff to work in shop, shop fittings, advertising, price reductions

Factory owner

responsible for quality control of clothes, paying factory workers, profit is invested in keeping up-to-date with latest fashion styles

SUMMARY A green downward-pointing arrow icon next to the word 'SUMMARY'.

Summary

GOAL 8

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 places to work. It is also important that men and women are given equal opportunities at work.

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>

GO TO GOAL 9



GOAL 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE



Build resilient infrastructure, promote inclusive and sustainable industrialization & support innovation

UP TO 55 MINUTES 

PURPOSE

This task investigates how access to technology improves communication and increases efficiency.

a picture. The groups with the pencil / pens and paper will have to draw it. Once each team has found all the items note the finish time.

MATERIALS

- 2 cameras
- Prepared list of items to find
- Pens / pencils, paper & timer

DISCUSSION (10 minutes)

Who finished first? Which pictures were more accurate? The teams with or without the camera? How challenging was it to draw a picture?

ACTIVITY (30-45 MINUTES)

The girls will take part in an outdoor scavenger trail. You will need to prepare a list of items they need to find.

What would it be like if they couldn't access technology they use every day? What sort of activities would be more difficult to achieve?

Divide into teams. Half the teams can use a camera, half cannot. They should **not** be aware of this rule. Send the groups out one by one with their list of things to find, noting their start time. When they have found an item the groups with the camera can take

The roads and railway lines we travel by, the electricity we use to power our schools, offices and factories and the internet we use to share exciting ideas and stay in touch are all examples of infrastructure that we rely on every day.

SUMMARY 

Summary

GOAL 9

We take a lot of our basic things 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 wellbeing
- Provide small businesses with access to credit and technical support for their development
- Ensure that 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

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

➤ Ask the girls to discuss how they feel about this statement. What do they think we should focus on first – digital technology or sanitation?

GO TO GOAL 10 

GOAL 10: REDUCED INEQUALITIES

10 REDUCED INEQUALITIES



Reduce inequality within and among countries



35 MINUTES

PURPOSE

To explore inequality within the chocolate supply chain.

MATERIALS

- A large bar of chocolate (110 gram/24 squares size) divided into four unequal piles of 17, 4, 2 and 1 squares
- One playing card for every person, with an even mix of Diamonds, Hearts, Spades and Clubs

ACTIVITY (15 MINUTES)

Hide the chocolate from the group before the start of the evening. Ask everyone to pick a card (without looking) and hold on to it.

Ask all the ones with Diamonds to come up together and hand over their cards. Give this group 1 square of chocolate and ask them to share it between them. Then invite the Clubs to share 2 squares between them, the Spades to share 4 squares, and the Hearts to share the 17 squares.

DISCUSSION (20 minutes)

Who decided how much chocolate they would get? Did they think it was fair?

Can they work out why the chocolate was divided in this way? Introduce the idea of a supply chain. Explain that the cards represent the way profits are shared out among those people in the real-life supply chain:

- Diamonds – farmers who grow the cocoa get 6% of the profit
- Clubs – cocoa bean buyers and shippers get 7% of the profit
- Spades – retailers get 17 % of the profit
- Hearts – chocolate companies get 70% of the profit

Cocoa farmers are not paid much and struggle to live on what they earn. By buying Fairtrade chocolate we can make sure that cocoa farmers get paid a better price for their cocoa beans.

SUMMARY



Summary

GOAL 10

Inequalities based on income, gender, age, disability, sexual orientation, race, class, ethnicity, religion and opportunity still exist across the world, within and between 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

- Support 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 programs 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 game which uses the chocolate supply chain as an example.

TAKE IT FURTHER

- > Show the girls the Fairtrade logo on the chocolate packet, and discuss what it means. www.fairtrade.org.uk
- > Investigate the Cadbury Cocoa Life project www.cocoalife.org
- > Discuss how is the Cadbury Cocoa Life project different from the Fairtrade Foundation.

GO TO GOAL 11 

GOAL 11: SUSTAINABLE CITIES AND COMMUNITIES



Make cities & communities inclusive, safe, resilient and sustainable



45 MINUTES

PURPOSE

To explore what a community needs to make sure everyone has their basic needs met.

PLACE

This activity works best outdoors in a forest or woodland.

MATERIALS

Set of survival cards per team
(see next page for worksheet)

ACTIVITY (30 MINUTES)

Explain there has been a massive earthquake which has destroyed all the buildings. Give each team a set of survival cards. They can choose 15 different things from the set to help them build a new life in the woods.

After they have chosen 15 cards, tell them that there was a tsunami after the earthquake, which washed away more of their things. Now they only have 8.

They must get rid of 7 survival cards.

Next tell them that a landslide has destroyed more. Now they can only have 4 items. They must get rid of 3 more survival cards.

DISCUSSION (15 minutes)

How did they feel about the activity?
What was difficult?

Did they have everything that they wanted? Did they have everything that they needed? How did this change throughout the activity? What difference did the skills they've learned in Girlguiding 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.

WORKSHEET



WORKSHEET FOR GOAL 11

SUSTAINABLE CITIES AND COMMUNITIES



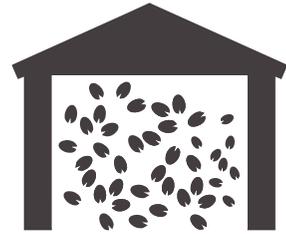
Copy and cut these cards so each group has a complete set.



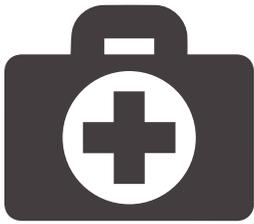
A MOBILE PHONE



YOUNG TREES



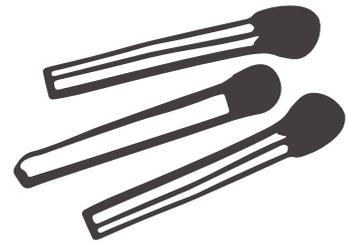
SEED STORE



A BAG OF MEDICINE



WATER CLEANING TABLETS



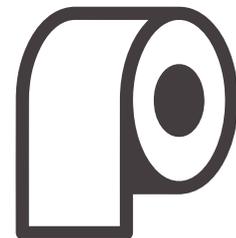
MATCHES



TOOLS



SHELTER



TOILET PAPER

WORKSHEET CONT.



WORKSHEET FOR GOAL 11

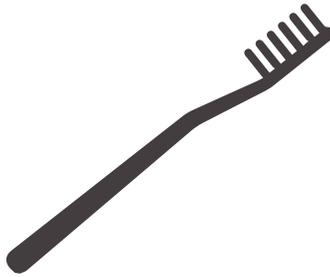
SUSTAINABLE CITIES AND COMMUNITIES



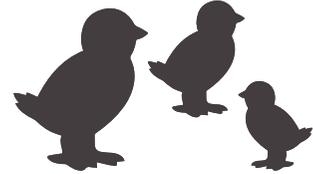
Copy and cut these cards so each group has a complete set.



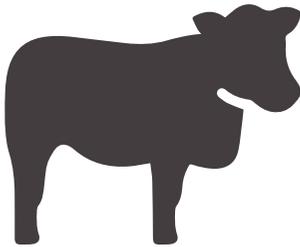
WOOD-BURNING STOVE



A TOOTHBRUSH



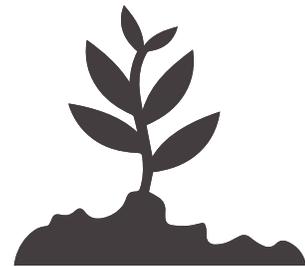
BABY CHICKENS



A COW



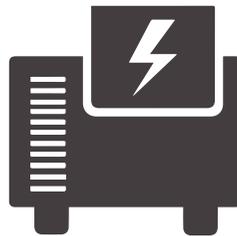
POTS AND PANS



FERTILE SOIL



TELEVISION



ELECTRICAL GENERATOR



A TORCH

SUMMARY A green arrow pointing downwards, indicating a link to a summary page.

Summary

GOAL 11

Half of the people in the world, 3.5 billion people, live in cities today and this number will continue to grow. Because the future will be urban for most people, the solutions to some of the greatest issues facing us – 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

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

TAKE IT FURTHER

- Ask the girls to think about what they have seen on the news. Are different countries more or less vulnerable to natural disasters? Explain that natural disasters don't affect every country in the same way, for some it is far more devastating than others. What factors do they think affect 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.

GO TO GOAL 12 

GOAL 12: RESPONSIBLE CONSUMPTION & PRODUCTION

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Ensure sustainable consumption and production patterns



40 MINUTES

PURPOSE

To explore the environmental impact of how clothes are produced.

MATERIALS

Play parachute

ACTIVITY (15 MINUTES)

Get the girls to gather in a circle in the hall 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.

- I like to get new clothes
- My clothes help me express my personality
- It is important for me to wear fashionable clothes
- I would never wear second hand clothes
- I have given old clothes to charity shops
- I have thrown away old clothes
- I have bought clothes made from Fairtrade cotton.

DISCUSS (25 minutes)

Do they know who made their clothes and where? Lots of people in lots of different countries are involved in the process. Can they name any of them? Farmers (growing cotton) and weavers (making the fabric) are often from poor communities in countries such as Pakistan, Brazil and Turkey.

Fabric is then transported to other countries and made into clothes by factory workers (people sewing the clothes).

The girls can check the labels in their clothes to find out where.

Growing cotton and making clothes has a big impact on the environment. Cotton plants need a lot of water. Farmers use pesticides to kill pests. The pesticides, banned in Europe, pollute rivers and water supplies. Factories and transport use lots of energy which causes pollution and climate change.

Can the group come up with an action plan to help reduce the amount of new clothes they buy or to recycle clothes they no longer wear. They could organise a clothes swap party, create a scheme to pass on uniforms or find out about Fairtrade cotton. Encourage them to come up with their own ideas!

SUMMARY



Summary

GOAL 12 

More people globally are expected to join the middle class over the next two decades, which means more people will have more money to spend on non-essentials, for example new clothes, a nice holiday, etc. This is good for individual wealth but it will increase demand for already limited 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 buying 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

Play with a parachute to explore attitudes to how our clothes are made.

TAKE IT FURTHER

- > Visit www.scotdec.org.uk/resources for activities to help you find out about clothes.
- > Watch Stacey Dooley as she finds out about the people who make our clothes: www.bbc.co.uk/cbbc/shows/show-me-what-youre-made-of

GO TO GOAL 13 

GOAL 13: CLIMATE ACTION

13 CLIMATE ACTION



Take urgent action to combat climate change and its impacts

PURPOSE

To find what the group think about climate change.

MATERIALS

'Agree' and 'disagree' signs

ACTIVITY (20 MINUTES)

You need plenty of space. Mark out an imaginary line with the signs 'agree' at one end and 'disagree' at the other. 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 depending on what they think. There are no 'wrong' or 'right' answers!

Start with a practice statement: cats are better than dogs.

Now read out each of the statements (below) on climate change. Give them time to think about it and choose their place on the line. Encourage those in different places to say a few words about their choice.

- Climate change doesn't really affect people.
- Everyone in the world is equally responsible for climate change.
- Everyone will be affected 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 all of us. But the impacts are hardest on those who are poorest and also do least to cause it. What can we do to help fight or reduce climate change?

SUMMARY



Summary

GOAL 13

Climate change is caused by human activities and is threatening the way we live and the future of our planet. By tackling 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 governments' 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 remote island states, including focusing on women, youth and local and marginalised communities.

ACTIVITY

Find out what the girls 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

GO TO GOAL 14 

GOAL 14: LIFE BELOW WATER



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



PURPOSE

To learn about sustainable fishing.

MATERIALS

Paper, pens, scissors, string, paperclips, 4 magnets & double sided tape

ACTIVITY (40 MINUTES)

Create 4 teams. Each team cuts out 4 large fish shapes and 10 small fish shapes. Attach a paperclip to each fish.

Tie the magnets to the string to make 1 fishing rod for each team.

Place half of the small fish (5) and big fish (2) in the centre of the room. Tell the girls that each team is in a fishing boat trying to catch the fish with their rod. The big fish are worth 10 points and the small fish are worth 5 points. The teams start fishing with their rod and are allowed to catch 3 fish per team. Once each team has 3 fish they should add up their points.

Now explain that all the large fish left have had 2 baby fish each. Swap every remaining large fish for 2 new small fish. Explain that the small fish that are left have grown. Swap every remaining small fish (only those from the first round) with 1 new large fish. Send the girls fishing again and repeat the cycle until all the fish run out. Repeat the game but this time only allow each team to catch 2 fish.

DISCUSSION (10 minutes)

Why did the fish run out so quickly in the first game? Too many (3!) fish were being caught for the population to grow (overfishing).

In the second game fewer (2!) fish were caught so the game lasted longer. Fish were able to grow and have babies before fishing took place again. This is more sustainable.

SUMMARY 

Summary

GOAL 14

Over three quarters of our planet is covered by oceans. They contain over 80% 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
- Pass and enforce 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 remote islands 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

Find out about more sustainable fishing with this fun game.

TAKE IT FURTHER

> Read up on overfishing, www.overfishing.org has some good resources. While overfishing is a global problem, the issues vary for different locations. Try to find information on your own local situation. Take action to spread the word to make people in your community more aware of what they can do to help.

GO TO GOAL 15 

GOAL 15: LIFE ON LAND

Protect, restore and promote sustainable use of ecosystems



PURPOSE

To explore what will happen locally and globally if we continue to cut down rainforest at the same rate as we are now.

MATERIALS

Set of 'A World without Rainforests Cards' per group (*see next page for worksheet*)

ACTIVITY (30 MINUTES)

Explain that while a lot is being done to protect the rainforest, it is still under threat from destruction. Every minute an area the size of 25 football pitches is being destroyed. This activity will show what will happen if we continue to destroy rainforests.

Put everyone into groups of 4 or 5 and give them a set of 'A World without Rainforests' cards. They should sort the cards into 2 groups: '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 put the 7 cards in order according to, which issues they think are most important and which issues are least important. They can place 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 (10 MINUTES)

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

WORKSHEET FOR GOAL 15

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.

WORKSHEET CONT.



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.



From
www.ourforestourfuture.org.uk

SUMMARY 

Summary

GOAL 15 

Forests cover nearly 31% 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 a shocking rate.

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

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 and why they need to be involved in conservation efforts and decisions by policymakers 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.

GO TO GOAL 16 

GOAL 16: PEACE, JUSTICE AND STRONG INSTITUTIONS



Promote peaceful and inclusive societies for sustainable development and provide access to justice for all

PURPOSE

To think about 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 (*print from the Internet*)

PREPARE

Select a range of issues to ask your group 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)

Give everyone a bottle top and invite them to vote on issues that are important to them. Read out the first question and get them to vote 'yes' or 'no'. Count the bottle tops and write down the number for each vote.

Collect the bottle tops and give them out again. But this time 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 the group how they felt about being left out of a vote that they cared about.

The UN Convention on 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? At school? In the community? Other places?

In Scotland, young people aged 16 can vote in Scottish parliamentary and local elections and could vote in the 2014 Independence Referendum. They cannot vote in UK General Elections and could not in the 2016 EU Referendum. Do they think that young people aged 16 should be allowed to vote?

SUMMARY

Summary

GOAL 16

Peaceful, just and inclusive societies are necessary to achieve the SDGs. People everywhere need to feel safe as they go about their lives whatever their ethnicity, faith or sexual orientation. In order to achieve the SDGs 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

Young people are given the right to participate in Article 12. In this voting activity, find out what it means to not have a voice.

TAKE IT FURTHER

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

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

GO TO GOAL 17 

GOAL 17: PARTNERSHIP FOR GOALS

17 PARTNERSHIPS FOR THE GOALS



Strengthen 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 bring together their understanding and awareness of:

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

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 or a local campaign.

Step 3: Write an email to the organisation to let them know you want to join in with one of their existing projects, or ask if they can help you to set up a new project related to their work.

Step 4: Plan the project. Make sure everyone gets to take part in making the decisions about how the project will work, and what they will each do as part of 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 someone who has benefited directly from the project to talk about the difference it made. Get the group to talk about what they enjoyed, what they 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.

SUMMARY



Summary

GOAL 17

We need everyone to come together – governments, civil society, scientists, academics and the private sector – to achieve the 17 Sustainable Development Goals.

The agenda is universal and calls for action by all countries, rich and poor, to make sure no one is left behind and everyone plays their part.

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 country allocates its own resources to achieve the SDGs. In addition, richer countries should commit to supporting achievement of the SDGs 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 SDGs
- Ensure all countries improve their data and statistics management to be able to assess their progress towards the achievement of the SDGs

ACTIVITY

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

ALL 17 GOALS - NOW YOU'RE DONE!



SCOUTS AND GUIDES

ACTIVE GLOBAL CITIZENS 2015-2018

This Challenge Badge 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 Citizenship 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 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 Global Citizenship activities for young people. These tools can be found 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 emerged to create engaging and practical SDG activities specifically for Guide and Scout leaders. This Challenge Badge is 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.

**We welcome 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.'**



© Scotdec 2017

ISBN 978-1-899136-09-4

Written by

Charlotte Dwyer and Kate Allen at Scotdec, www.scotdec.org.uk

Olivia Robertson at Girlguiding Scotland, www.girlguidingscotland.org.uk

With thanks to

Claire Flynn, Jess Walker, Ruth Gallacher and Laura Wright (Girlguiding Scotland)

Girlguiding Scotland is the operating name of The Guide Association Scotland, Scottish charity number SC005548

Design by creativecontext (07952 184 166) with thanks adapted from and inspired by *The Global Goals*

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 LEADING CHARITY FOR GIRLS AND YOUNG WOMEN IN SCOTLAND, GIRLGUIDING SCOTLAND EMPOWERS OUR YOUNG MEMBERS TO TAKE ACTION, USE THEIR VOICE AND BE A FORCE FOR GOOD. WE ARE EXCITED TO HELP GIRLS LEARN WHAT THE SUSTAINABLE DEVELOPMENT GOALS MEAN FOR THEM AND HOW THEY CAN MAKE A DIFFERENCE.



This publication has been produced with the financial support of the European Union. The contents of this publication are the sole responsibility of Scotdec and cannot in any way be taken to reflect the views of the European Commission

