



THE GLOBAL GOALS
For Sustainable Development

SUSTAINABLE DEVELOPMENT GOALS CHALLENGE BADGE



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 AND PARTICIPATORY WAY AND HAVE A CREATIVE AND RESPONSIVE APPROACH TO LEARNING.

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



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 pages 4 & 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.
- 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**
- 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.
- 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.
- 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.

● **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

THEMES

Poverty

GOALS

- 1** No poverty
- 10** Reduce inequalities

Health & wellbeing

- 2** Zero hunger
- 3** Good health & wellbeing
- 6** Clean water & sanitation

Education, skills & jobs

- 4** Quality education
- 8** Decent work & economic growth

Safe & fair world

- 5** Gender equality
- 16** Peace, justice & strong institutions

Sustainability

- 7** Affordable & clean energy
- 9** Industry, innovation & infrastructure
- 11** Sustainable cities & communities
- 12** Responsible consumption & production

Environment

- 13** Climate action
- 14** Life below water
- 15** Life on land

Working together

- 17** Partnerships for the Goals

Most suitable for:

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R Rainbows
B Brownies
G Guides
SS The Senior Section

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

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 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

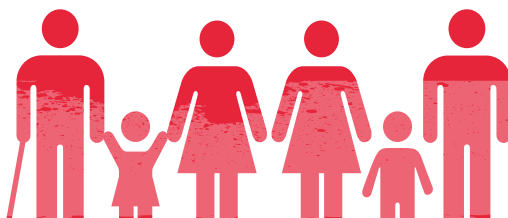
- Housing and infrastructure that can cope with disasters, so that the poorest people are no more badly affected than others in society
- Support countries with high levels of poverty to put in place development programmes that will enable them to reduce poverty
- Get governments to agree to spend more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



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

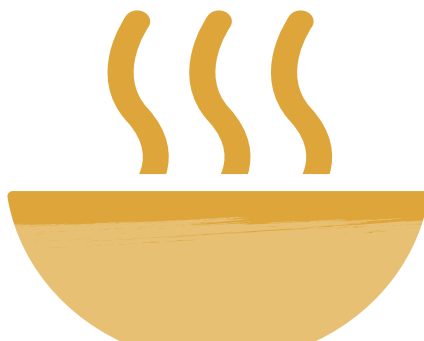
- Spend more money in supporting farming and food production in developing countries
- Make sure food is traded fairly around the world
- Make sure food markets allow people to get the food that has been produced while it's still good, and to make sure there's a steady supply so that prices can be stable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



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 think about the importance of mental health and well-being.

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.

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

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.waggs.org/en/resources/aids-badge-curriculum



GOAL 4

QUALITY EDUCATION



Summary

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



GOAL 5

GENDER EQUALITY



Summary

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

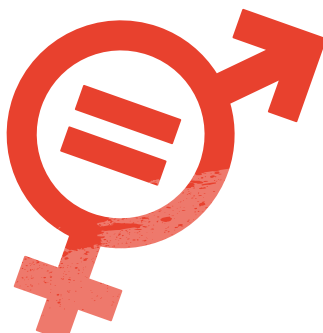
- Promote policies and laws to ensure gender equality, give women equal access to ownership and control over land and other forms of property, financial services, inheritance and natural resources.

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](https://www.fromwherelstand.org/) project and conduct the survey with your Unit: <http://worldslargestlesson.globalgoals.org/global-goals/gender-equality/>



GOAL 6

CLEAN WATER AND SANITATION



Summary

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?



GOAL 7

AFFORDABLE AND CLEAN ENERGY



Summary

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.

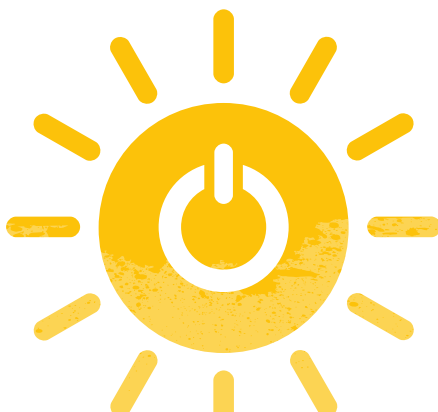
Activity

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>



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

- 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.

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

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 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?



GOAL 10

REDUCED INEQUALITIES



Summary

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.



GOAL 11

SUSTAINABLE CITIES AND COMMUNITIES

11 SUSTAINABLE CITIES AND COMMUNITIES



(See separate A4 folded worksheet)

Summary

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.



GOAL 12

RESPONSIBLE CONSUMPTION AND PRODUCTION



Summary

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



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 tackling climate change, we can build a sustainable world for everyone. But we need to act now.

- 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.

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

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



GOAL 14

LIFE BELOW WATER



Summary

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

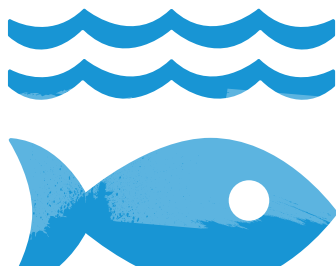
- By 2030, increase the economic benefits to remote islands and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism
- Provide access for small-scale artisanal fishers to marine resources and markets
- By 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.



GOAL 15

LIFE ON LAND

(Worksheet on pages 26-27)



Summary

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.



GOAL 16

PEACE AND JUSTICE



Summary

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's 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>



GOAL 17

PARTNERSHIPS FOR THE GOALS



Summary

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.





What is 'common' and 'necessary' cards

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

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

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

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

WORKSHEET FOR GOAL 15 (see page 20) **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.



From
www.ourforestourfuture.org.uk

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.'**



**"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 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.**



Scouts & Guides
**Active Global
Citizens**



European Union