

GOAL 1

NO POVERTY

End extreme poverty everywhere



40 MINUTES

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 booklet, page 23)



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For Sustainable Development

Go!

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.



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 booklet, page 24)
- Seeds, compost, planters or a growing bed, trowels



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Go!

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 MINS, 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?



GOAL 3

GOOD HEALTH AND WELLBEING

Ensure healthy lives and promote well-being 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



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Go!



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 stands for 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.

GOAL 4

QUALITY EDUCATION

Ensure inclusive and quality education



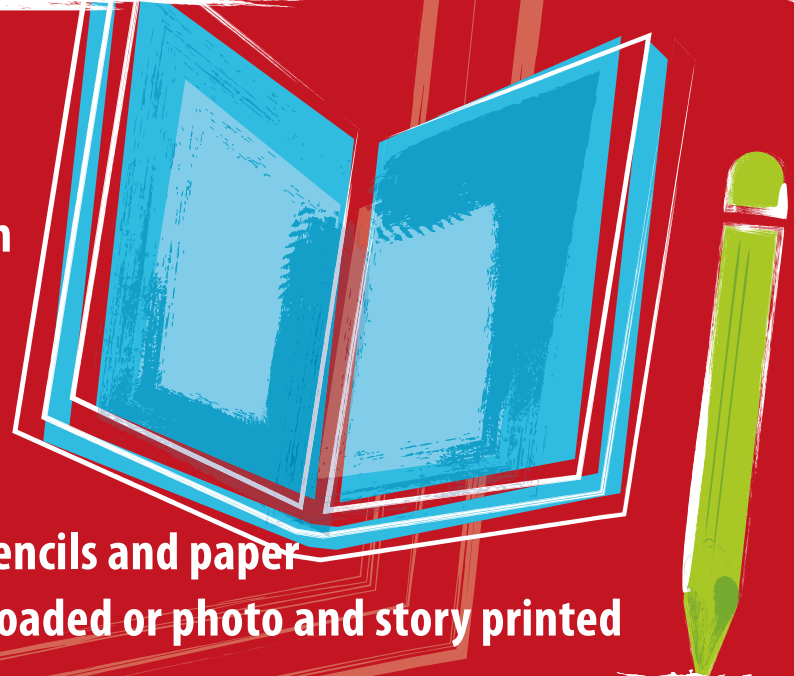
50 MINUTES

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



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Go!

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 'On the Way to School' (2009): <https://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. <http://www.bbc.co.uk/news/world-africa-23239800>

DISCUSSION

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



GOAL 5

GENDER EQUALITY

Achieve gender equality and empower all women and girls



30 MINUTES

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



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Go!

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?



GOAL 6

CLEAN WATER AND SANITATION

Ensure access to safe water and sanitation for all



30 MINUTES

PURPOSE

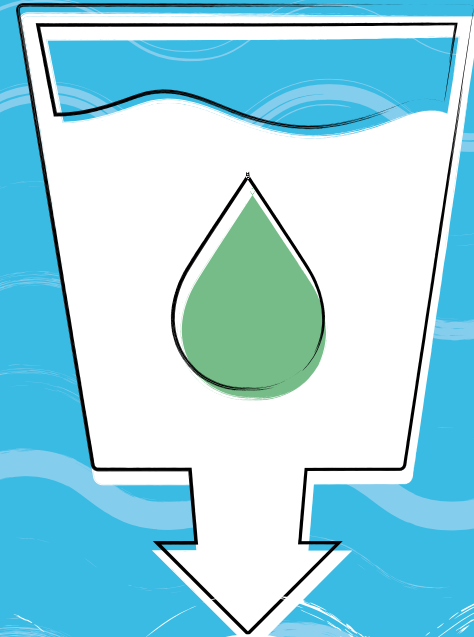
To understand that safe drinking water is very precious and not everyone can easily get it.

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



Go!



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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?



GOAL 7

AFFORDABLE AND CLEAN ENERGY

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



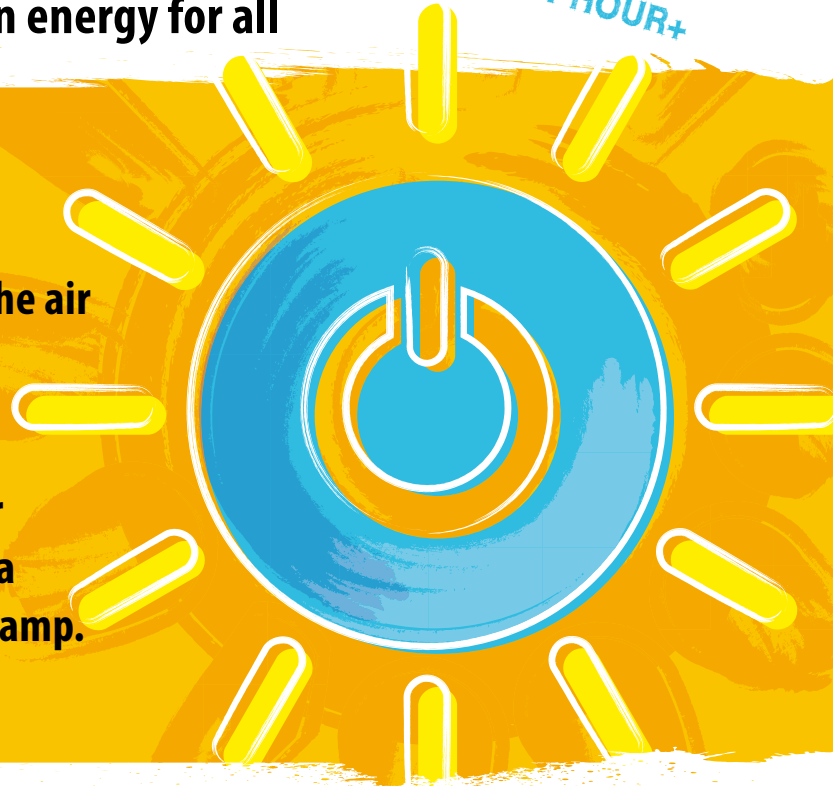
PURPOSE

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 fire lighting kit



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Go!



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.



GOAL 8

DECENT WORK AND ECONOMIC GROWTH

Promote inclusive and sustainable economic growth and decent work for all



50 MINUTES

PURPOSE

To understand where and how clothes are made.

MATERIALS

- A pair of jeans
- Paper, pens
- A set of role cards (see booklet, page 25)



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Go!

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)

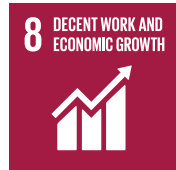
Write down how much money each group asked for. Does the total come to more than £24?

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.



GOAL 9

INDUSTRY, INNOVATION AND INFRASTRUCTURE

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



UP TO
55 MINUTES

PURPOSE

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

MATERIALS

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



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Go!

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.

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 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.

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?

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?

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.

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



GOAL 10

REDUCED INEQUALITIES

Reduce inequality within
and among countries

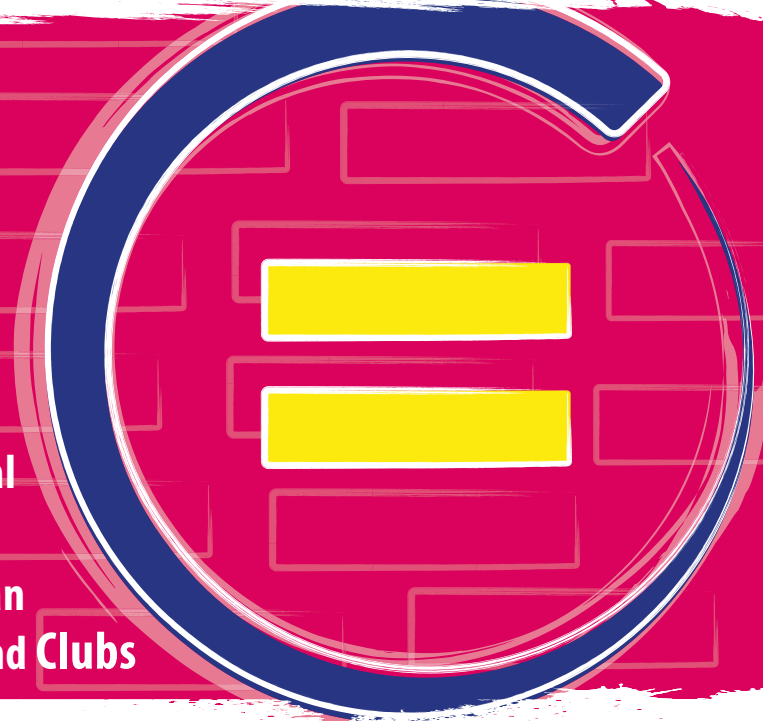


PURPOSE

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



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Go! 

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.

10 REDUCED INEQUALITIES



GOAL 11

SUSTAINABLE CITIES AND COMMUNITIES

Make cities and communities inclusive, safe, resilient and sustainable



45 MINUTES

PURPOSE

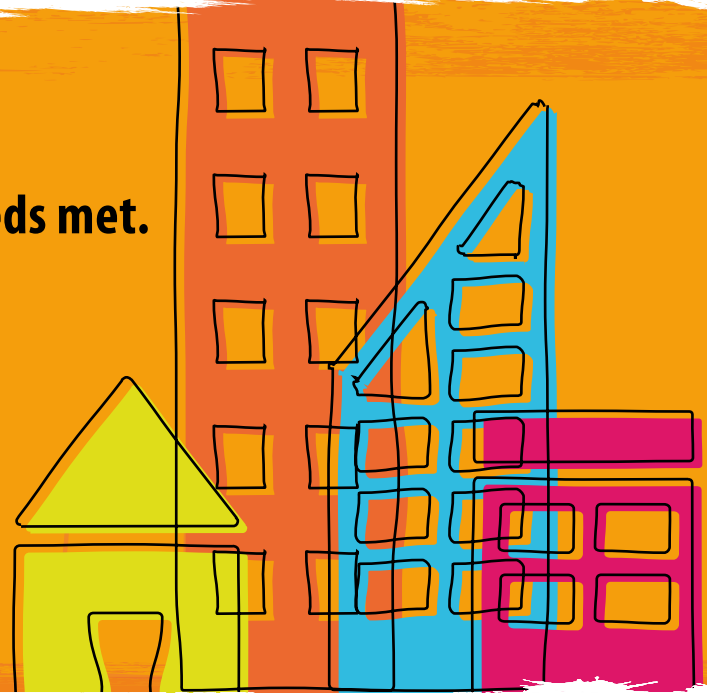
To explore what a community needs to make sure everyone has their basic needs met.

PLACE

This activity works best outdoors in a forest or woodland.

MATERIALS

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



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Go!



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.



GOAL 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



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Go! 

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!

12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



GOAL 13

CLIMATE ACTION

Take urgent action to combat climate change and its impacts



30 MINUTES

PURPOSE

To find out what the group think about climate change.

MATERIALS

'Agree' and 'disagree' signs



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For Sustainable Development

Go!

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?



GOAL 14

LIFE BELOW WATER

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

50 MINUTES

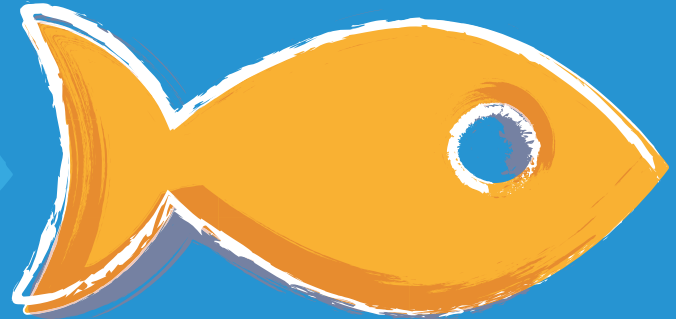


PURPOSE

To learn about sustainable fishing.

MATERIALS

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



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Go!

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.



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 booklet, pages 26-27)



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 Rainforest' 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.



GOAL 16

PEACE, JUSTICE AND STRONG INSTITUTIONS

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



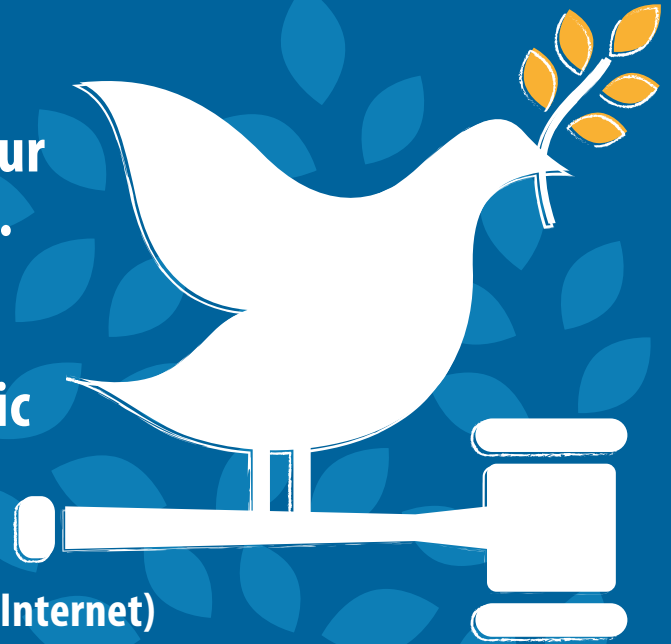
50+ MINUTES

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)



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Go!

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?

16 PEACE AND JUSTICE



GOAL 17

PARTNERSHIPS FOR THE GOALS

Strengthen the global partnership
for sustainable development

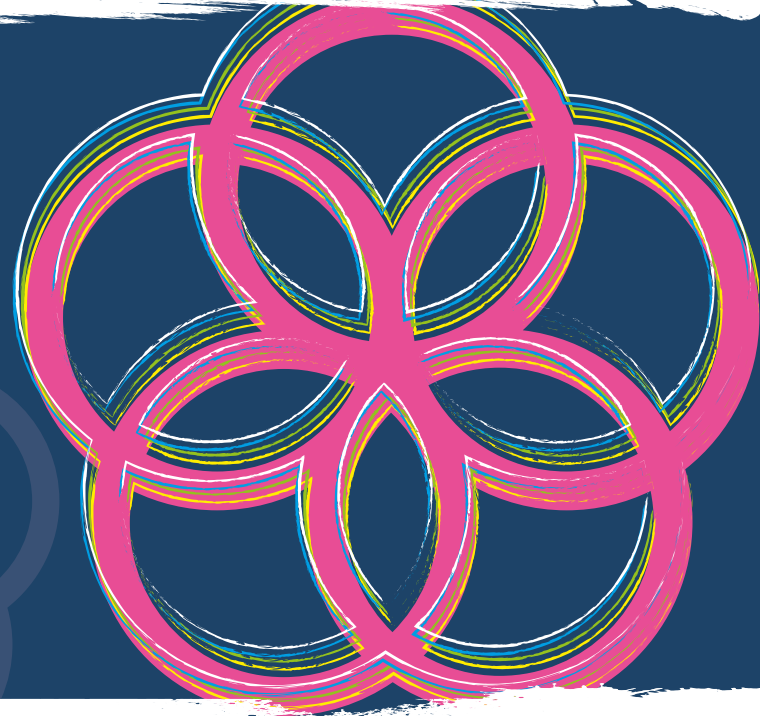
PURPOSE

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



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Go! 



GET ACTIVE!

Step 1: Choose an issue and an organisation.

Step 2: Look at the organisation's website and see if they have existing projects that you can join in with: e.g. 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.

