

Existing Scouts SDGs activities: examples

- Activities related to ages: From 11 to 15/ 15 and above
- Scouts need to develop and experience these activities through the Scout Method
- Adapt this kit to make it as relevant as possible to the local context of the participants
- Three steps: aware, ready to act and advocate
- You can create your own combination as long as you include activities covering the three steps

AWARE: I know what the SDGs are and how they apply to my life. I can connect the Scout Promise and what I do in Scouting to the SDGs. I know I can be an agent of change for sustainability.

READY TO ACT: I can link the local issues in my community and my actions with their impact on global issues and know that I have a role in contributing to the achievement of the SDGs. I have new ideas on how to take concrete action for SDGs. I commit to contributing to the SDGs.

ADVOCATE: I commit to promote the SDGs and engage others to learn and get ready to act on the SDGs with me.

“Before you start with the activities”

The scout documents suggest that leaders should inform themselves and learn more about the SDGs before conducting any SDGs activities.

They propose for that the globalgoals.org site.

Idea: FEE could propose a professional development of the leaders, increase their knowledge via our resources/ workshops/ programs.

Competences to develop

Scouts believe that a young person is more ready to contribute to the sustainability of the planet if they also develop certain skills that are relevant to contribute to all of the 17 SDGs.

- System thinking: the ability to recognise and understand relationships; analyse complex systems on different scales; deal with uncertainty

- Anticipation: understand and evaluate multiple futures- possible, probable and desirable; create own vision for the future; precautionary principle; assess the consequences of actions; deal with risks and changes
- Normative competency: understand and reflect on the norms and values that underline one's actions; negotiate sustainability values, principle and goals in a context of conflicts of interests
- Strategy: collectively develop and implement innovative actions that further sustainability
- Collaboration: the ability to learn from others; understand and respect the needs of others; empathy, deal with conflicts in a group; participatory problem solving
- Critical thinking: the ability to question; take a position in the sustainability discourse
- Self-awareness: the ability to reflect on one's own role in the local/ global community; evaluate and motivate one's actions; deal with one's feelings and desires
- Integrated problem-solving: apply different problem-solving frameworks to complex problems; develop and promote sustainable solutions; integrate the above-mentioned competencies

This activity pack as well as all Scout activities contribute in some degree to develop key competency skills in young people.

Idea: promote the shared competencies developed via the YRE program when presenting the partnership to them.

SDG activity pack: résumé

The Scout activity sheet document regroups 10 activities for each of the three steps: aware, ready to act, advocate.

Below, you will find three examples, one for each step. More detailed information and additional activities can be found at the pdf document.

Remember



Time



Age



Material



The activity contribution to competencies

Idea: present the LLC, lessons and resources as complement and additional activities for the scouts. Use the structure on the left when presenting them.

Welcome to Global Goals Tv

By the end of this activity, young people should be able to explain what the SDGs are, why they exist, and understand how they are connected to the issues that surround them in their community. They should also understand that they have a role to play in achieving them and making others aware that they exist.



Reflection:

The SDGs are part of a plan the world created in 2015 to tackle the most pressing issues of our time. There are 17 SDGs that are all equally important to achieve by 2030. The issues in the SDGs are present in our local communities, so although it is mainly the responsibility of governments to achieve them, we can all contribute by acting locally.



50 minutes



Between 11 and 14



Printout of the 17 Global Goals



- Systems thinking
- Collaboration
- Critical thinking
- Self-awareness

- Divide the group into nine teams
- The TV show host (leader of the game) gives two random SDG cards to each team. Each team has three minutes to read the Goals they received.
 - The TV show host assigns each team a TV show style:
 - Commercial/advertisement
 - Song
 - News broadcast
 - Interview
 - Game show
- The teams have five minutes to prepare the TV skit they will perform for the group in the style they were assigned and on the SDGs they received. The TV skit should:
 - be no longer than three minutes
 - present the goal they have to the others, with one example of how the goal can be seen in their local community
 - The TV show host runs the TV show, with the opening speech:

Hello everyone and welcome to GLOBAL GOALS TV! The world we live in has a lot of challenges. Poverty, inequality, environmental destruction... But! Did you know that in 2015, all the countries in the world came together and created a 15-year plan to tackle these issues and make the world a better place? Yes they did! This is called the 2030 Agenda for Sustainable Development and it's a plan that has 17 Global Goals to eradicate

poverty, fight inequality, and tackle climate change by 2030. That's right by 2030! What are the 17 SDGs? Let's find out!

- The TV show host invites every team to present their goals in their style to the group.

After the TV show, the host asks:

- All these need to be achieved by 2030. Which SDG seems like it will be the hardest to achieve? Why?
- Do you see any barriers/challenges to these new goals?
- Who do you think is responsible for achieving these goals? While it is the responsibility of governments, the public sector and private sectors, civil society, and all citizens can contribute to their achievement.
- Do you think it is important for other children and young people to hear about these goals? Why?
- Are some goals more important to you than others?

By the end of the “aware” activities, young people should be able to identify an issue they care about in the community, link it to the SDGs. It impacts and shows how their actions can help to achieve a particular SDG and create a better world.

Our Community Action Plan

By the end of this activity, young people should have exercised their problem-solving skills by applying them in a real life context in order to find actionable solutions to issues around them. They should also feel inspired to realise this action plan to leave a positive impact on the community.



30 minutes



15 and above



Printout of annex and pens/pencils, or write questions on a piece of paper



- Anticipatory
- Collaboration
- Integrated problem-solving

Reflection:

There is an infinity of issues Scouts can tackle to contribute to the SDGs. They can tackle them through daily actions, in projects, or even in their career decisions. If it is a project, young people just need to choose one problem and decide what is the best thing they can do to tackle it with the resources available. It could be a community development project, an online campaign, or a petition. Think outside the box!

- Divide the group into patrols or into groups formed according to the issues the participants care about the most (reducing litter, improving girls' access to schools, etc.).

Give a handout to each group with the following questions:

1. What is the problem?
2. What is causing the problem?
3. What is our idea?
4. Which SDGs is it connected to?
5. Who can help us? Who is already working on this issue?
6. How can we tell if our plan is working?
7. What will it look like when the problem is solved?
8. What is the first step we are going to take and when?

- Have the groups brainstorm on each one of the questions for about five minutes and write their answers on a piece of paper.
- Have each group share their ideas with everyone else and collect feedback to make the ideas even better.

By the end of the “**ready to act**” activities, young people can link the local issues in their community and their actions with their impact on global issues and know that they have a role in contributing to the achievement of the SDGs. They have new ideas on how to take concrete action for SDGs and commit to contributing to the SDGs.

NB: Very similar to the YRE principle and methodology

My SDG Campaign



90 minutes



From 11 and above



Used paper for writing banners, pens, and markers



- Anticipatory
- Collaboration
- Critical thinking
- Self-awareness

PART A - THE CAMPAIGN

- Divide the group into patrols or small groups
- Introduce the task. It is election time and each patrol is a party running for election. Your party has to create an election campaign to get people to vote for your party goals. This includes:
 - What does your team stand for?
 - How will you make a difference? What will you achieve when elected?
- Each team defines their campaign and reflects on the goals and issues that they will focus on if they win. From the priorities of the party, each individual party member will also decide what they want to achieve as individual candidates. This should be something that is in line with the party goals.
- Once they have decided, the team needs to produce a banner or poster with their slogan and priorities.
- Have each patrol present their visions and campaigns. Make sure everyone from the party has a say so the "public" can get to know the "politicians." This can be done like a TV debate or a panel discussion for role play.

After each presentation, ask the group:

- What do you think of the issues the party wants to tackle?
- Are the issues similar to issues in my own community?
- Are there any of the parties' priorities that might be easier to accomplish than others?

My SDG Campaign

By the end of this activity, young people should have exercised the skills to advocate for the importance of working on achieving specific goals and explain how community leaders can do so. They should also know who is responsible for achieving the most relevant goals in their communities and how they can keep them accountable. They should have developed their capacity to communicate and advocate for issues related to the SDGs.

Reflection:

Governments have a responsibility to achieve the SDGs by 2030. They can do so by tackling the issues that are most important in their local context. But if we want to see the SDGs achieved, everyone needs to contribute and impress on their local governments and institutions the importance of achieving them.

There are some people who will be obstacles to the achievement of the SDGs. These can be people very close to you, such as teachers or family, or even very far from you, like presidents or directors in large firms. Scouts can be advocates for the SDGs by learning how to talk about the issues they care about and holding those in power accountable to their promises through varying methods (write letters, engage in social media campaigns, engage in public assemblies, promote the SDGs, sign petitions, boycott products, etc.).



15 and above



- Normative
- Strategic
- Collaboration
- Critical thinking

PART B - THE CAMPAIGN RALLY

- The parties will now be faced with challenging claims that they will have to respond to. One party becomes a devil's advocate and the other parties will have to argue against the claim they make.
- Read the claims aloud
 - Climate change isn't real, so we don't need to act to protect the environment.
 - There aren't any inequalities in our country.
 - Our country is very rich, so the SDGs don't apply to us.
 - Fossil fuels is the only logical form of energy.
 - Healthcare should only be available to those who can pay.
 - Young people can't do anything for the SDGs anyway.
- Once all the parties have presented, everyone gets to vote for one party, which is not their own, that they believe will make the biggest change.

After the activity, ask everyone:

- Who is responsible for achieving the Goals?
- What is the role of young people in achieving the Goals?
- Are there any Goals that you think your country or community is particularly good at? Any that they are particularly bad at?
- How can we help governments and key actors/leaders/stakeholders keep their promises to achieve the SDGs?
- Other than debate, how can young people advocate for the SDGs? What are the key methods that can be used? Which ones are most effective/less effective?
- Which of the debate claims have you heard the most? Are there people around you that have said these claims? How do you interact with them?

By the end of the “advocate” activities, young people commit to promote the SDGs and engage others to learn and get ready to act on the SDGs with them.

