



DISCOVERING THE SDGs

An introductory training to the Sustainable
Development Goals for Young People

ACTIVITY KIT - MANUAL



SCOUTS[®]
Creating a Better World

YOUTH PROGRAMME

SUSTAINABLE DEVELOPMENT GOALS

“Yours is not only the largest generation of young people the world has ever known. You are also the first generation that can end poverty. And you are also the last generation that can avoid the worst impacts of climate change. The world needs you to step up this year and beyond – for people and the planet.”

Ban Ki-moon
Eighth Secretary-General
of the United Nations



SCOUTS[®]
Creating a Better World

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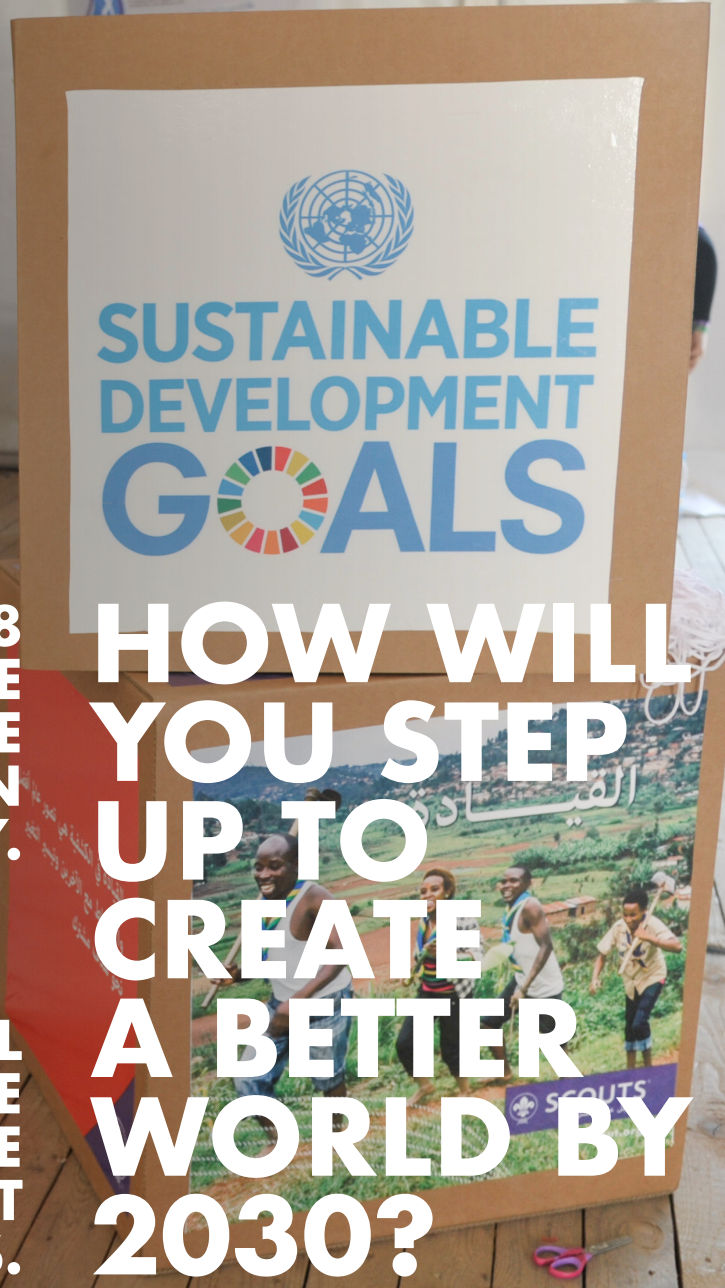
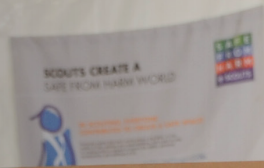
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THERE ARE ABOUT 1.8 BILLION YOUNG PEOPLE AGED 10 TO 24 IN THE WORLD, THE LARGEST IN HISTORY.

WE ONLY HAVE UNTIL 2030 TO ACHIEVE ALL SUSTAINABLE DEVELOPMENT GOALS.

HOW WILL YOU STEP UP TO CREATE A BETTER WORLD BY 2030?



Getting started

What?

The Scouts and Sustainable Development Goals (SDGs) activity pack is a set of activities to get young people to:

- become aware and learn about the SDGs
- understand their role and get to know how to take action and advocate for the SDGs
- commit to contributing to the SDGs

Through developing competencies (knowledge, skills, and attitudes, as well as the ability to combine them) for the SDGs, it aims to inspire and enable young people to tackle the issues that matter the most to them in their communities.

Who?

You! This pack is for anyone, adults, Scouts, and non-Scouts, who want to conduct an activity on the SDGs with young people to help them increase their understanding of the SDGs.

Three sets of activities are proposed for three age groups in Scouting:

- Below 11 years old
- Between 11 and 15 years old
- 15 and above years old

While the activities are designed for a group of 25 young people, you may adapt them accordingly to deliver it to a larger group!

How?

1. Read the instructions
2. If you are not familiar with Agenda 2030 and the SDGs, learn more about the SDGs by reading the "SDG Brief" at the end of the document or by visiting globalgoals.org.
3. Once you are familiar with the SDGs, work with your Scout group or group of friends to choose the activities according to their age and interests.
4. Discuss with the group on how you will deliver the activities
 - Indoors or outdoors
 - At a camp or meeting
 - Through a game or workshop



Why?

5. Gather your group, run the activities as described on the activity cards, and have fun!
6. Tell us how it went! Share your story and pictures on scout.org.
7. Follow-up with the young people on their projects and on the issues raised throughout the year
8. Create your own activities to learn more about the SDGs
9. Be an SDG leader! Take little actions or create a big project in the community. Talk to other young people about the SDGs and what they can do to contribute. There is no limit here, so be creative!

Scouts are already creating a better world by being active global citizens and contributing to their communities. Young people are the main actors to ensure local communities become more sustainable, and consequently, to achieve the SDGs by 2030.

This toolkit allows Scouts and young people to put on new "SDG glasses". By this, we mean that young people are able to get to know what are the SDGs about, introduced to a new range of key competencies that enable them to become active citizens for sustainability, and see the world and their actions in terms of how they can influence the achievement of the SDGs.

It also allows young people to become aware of relevant issues in their local community and feel inspired to do something about them!

By 2030, all Scouts will acquire the knowledge and skills to promote sustainable development.

Remember!

As this is a learning opportunity within the Youth Programme, Scouts need to develop and experience this activities through the Scout Method.



Notes for the ones leading the activities

Have a plan, but make it flexible

...in terms of the audience

Consider the following: What is the age range of your group? How familiar are they with the SDGs? Are they an active or reflective group? Do they need more time to understand some of the concepts? Adapt this activity pack as much as needed to fit your audience. Take less time or more if they need to understand better. Plan high-energy games if the group needs to move about. This will make the experience better for all!

... in terms of time

You can go through the activities in one go, or dissect the full sessions over many meetings. Feel free to also play with the duration of the

activities: if one is working well and should last longer, let it go on for a while.

... in terms of the local context

When planning the delivery consider: What is the current sociopolitical situation? What are the most pressing issues for young people in your local context? One size does not fit all when it comes to these activities but the SDGs do apply to all. Make sure you adapt this kit to make it as relevant as possible to the local context of the participants.

Create a safe space

Sometimes, talking about the challenges in our daily lives and around us is not easy to express. It may make some people sad, angry, or uncomfortable. To ensure that everyone feels comfortable and has a good time, create a safe space to run the activities:

- Set ground rules on how to be mindful of others' words and feelings
- Emphasize the importance of respecting oneself and others
- Encourage participants to ask questions
- Allocate time for reflection and dialogue



This is just the start!

- If the topic is very difficult, ensure that everybody understands what confidentiality means.
- Don't monopolise the conversation. Be a facilitator of the discussion instead. It is sometimes better to let the participants discuss among themselves and come to their own conclusions.

Remember: Everyone has a story, and everyone's story matters. You can play a role in setting the right mood that will encourage group members to share their stories. By doing so, everyone will benefit and grow.

This is just the beginning of a nice collaborative journey! Delivering the activities is just a spark to ignite a flame.

Make sure you follow up with young people after leading the activities on the issues they raised and what support they need to carry on with the actions they are taking to tackle it.

Don't forget that it is not just about knowing about the SDGs, but inspiring young people into acting and advocating for them so that they can be achieved!

Once you have completed this introduction, there are hundreds of other activities you can run to dive deeper into each one of the goals or into sustainable development in general.

Discover more at the SDG hub at sdgs.scout.org!



Aware, Ready to Act, and Advocate

Young People are the key and main actors to the achievement of sustainable development. This set of activities is designed for young people to become aware, get ready to act, and take the first steps to become advocates for sustainability.

This kit offers three different ways to combine the activities, depending on the age range of your audience. Nevertheless, you can create your own combination as long as you include activities covering the three steps: aware, ready to act, and advocate.

No matter how you decide to deliver the activities, or even if you decide to create your own activities, you will guide participants through these three steps, at more or less depth. By completing all of the activities with a group of participants they should be:



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.



Scouting creates a world “where the young citizens, male and female in all countries, are brought up to look upon their neighbours as brothers and sisters in the human family allied together with the common aim of service and sympathetic helpfulness towards each other...” – *Baden-Powell*

Before you start with the activities

- Learn more about the SDGs by reading the SDGs brief and visiting globalgoals.org if you are not familiar with them. Find out what they are, the key concepts related to it, and how Scouts are contributing.
- Select the set of activities according to your audience.
- Make sure you have all the materials and resources available and are ready to deliver the set of activities you picked.
- Print a set of the SDG cards and distribute them, so that participants can visualise and get more information on the SDGs. Prepare some questions to encourage them to explore the information.
- Want to play a video on the SDGs during your activities with young people? Try the World’s Largest Lesson animated videos at worldslargestlesson.globalgoals.org.



The SDGs Brief

What are the SDGs?

In September 2015, the leaders of all 193 member states of the United Nations (UN) adopted Agenda 2030*, a universal agenda that contains the SDGs. The 17 Global Goals in turn hold 169 targets and 230 indicators.

Did you know?

The 17 SDGs are part of "Transforming our world: the 2030 Agenda for Sustainable Development."

Over the next few years until 2030, countries will mobilise efforts to end all forms of poverty, fight inequalities, and tackle climate change, while ensuring that no one is left behind.

The Global Goals is the most ambitious agreement for sustainable development that world leaders have ever made. It integrates all three aspects of sustainable development: social, economic, and environmental.

The SDGs and targets are integrated and indivisible, global in nature and universally applicable, taking into account different national realities, capacities, and levels of development, and respecting national policies and priorities.

The Global Goals and Agenda 2030 builds on the success of the Millennium Development Goals and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich, and middle-income to promote prosperity while protecting the planet.



Who is in charge of the SDGs?

For the goals to be met, everyone needs to do their part: governments, the private sector, civil society, and the general public. That includes you!

While the Global Goals are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of the 17 Goals. Countries have the primary responsibility to follow up and review of the progress made in implementing the Goals, but all other actors must help and keep their government accountable in doing so.

*This information was taken from globalgoals.org, the web-based learning platform on Agenda 2030. Find out more by visiting globalgoals.org today!

Does every country have to achieve all the Goals?

Yes. However, some Goals will be more urgent in some countries than others, which will determine the efforts made and in what order.

Why are there 17 Goals?

The UN conducted the biggest public consultation in its history to determine which issues should be included in the Goals.* It was agreed that 17 Goals were needed in order to accommodate people's views. That way the correct focus will be placed on the areas that are essential for creating a sustainable future for all.

Did you know? *

Scouts participated actively in various consultations including country consultations that were jointly led by the UN and its member states, thematic consultations that were led by the UN agencies, and the MY World survey – UN's crowdsourcing initiative for forming Agenda 2030.



Key Concepts for the Sustainable Development

Sustainable Development

Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. For sustainable development to be achieved, it is crucial to harmonise three core elements: economic growth, social inclusion, and environmental protection.

Universality

Agenda 2030 is universal. It, therefore, implicates all countries and all people in an inclusive and collective effort for sustainable development. This underscores the idea of the 2030 Agenda as a global partnership for sustainable development.

Integrated and Indivisible

In other words, all Goals are connected to one another, and one Goal cannot be accomplished without accomplishing the other. But it goes even further than that. Agenda 2030 is interconnected in all its dimensions and at all levels: between Goals, between countries, and between global, Regional and national levels.

All the Goals are interlinked, so by supporting one Goal, your actions will have positive impacts on other Goals. For example, promoting gender equality (Goal 5) in your school will help support a growing economy (Goal 8) and quality education for all (Goal 4).

Leaving No One Behind

This is the cross-cutting principle of the agenda, meaning that the achievement of the SDGs requires that everyone is onboard. In other words, the SDGs cannot be achieved unless everyone can benefit from a sustainable development. This means that those left furthest behind have to be empowered first.

People, Planet, Prosperity, Peace, and Partnership

The five "P"s. The Goals will stimulate action over the next 15 years in these five areas of critical importance for humanity and the planet.

Global Goals

This is another name for the SDGs.

Key Competencies for the Sustainable Development¹

In Scouting, we believe that an active citizen is supportive, responsible, autonomous, culturally sensitive, and committed. 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 through a consistent lifestyle.

Systems thinking competency:

the abilities to recognise and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

Anticipatory competency:

the abilities to understand and evaluate multiple futures – possible, probable, and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

Normative competency:

the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

Strategic competency:

the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.

Collaboration competency:

the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to, and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

Critical thinking competency:

the ability to question norms, practices, and opinions; to reflect on one's values, perceptions, and actions; and to take a position in the sustainability discourse.

Self-awareness competency:

the ability to reflect on one's own role in the local community and (global) society;

to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.

Integrated problem-solving competency:

the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive, and equitable solutions that promote sustainable development, integrating 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.

¹ Education for Sustainable Development Goals, Learning Objectives (2017)

Scouts for SDGs

Scouts for SDGs is the Scout Movement's mobilisation that aims to engage 50 million Scouts in making the world's largest coordinated youth contribution to the SDGs.

Scouting's grassroots contribution to the SDGs takes place every day. Just by living by Baden-Powell's idea of "leaving this world a little better than you found it," Scouts are making these goals more realisable.

Scouting also contributes to the SDGs by fulfilling its purpose. Scouting's purpose is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social, and spiritual potentials as individuals, as responsible citizens and as members of their local, national, and international communities. By active global citizen, we mean a young person who is autonomous, supportive, responsible, committed, and culturally sensitive.

These young active global citizens are a key agents who can contribute to the achievement of the SDGs!

That is why Scouts for SDGs is a mobilisation to raise awareness around the SDGs to inspire Scouts to take action to help achieve them. This activity pack is one of the many tools that link Scouts' actions to the global issues they are helping to tackle!

Key SDG Tools for Scouts

- The SDG hub: sdgs.scout.org
 - Want to be inspired to take action for the SDGs as a Scout? Discover the online platform for "Scouts for SDGs" on scout.org
- Guidelines on aligning the Youth Programme with the SDGs
 - These guidelines support National Scout Organizations (NSOs) to go beyond the introduction stage and include the SDGs across their Youth Programme and its educational objectives.
- The Scout Donation Platform: donate.scout.org
 - Looking for funds for your next project? Try the Scout Donation Platform and crowdsource your funding to create an impact on the SDGs!



pledged 1 BILLION hours of service...

**I'M THE VOICE OF THE
FUTURE**

 **SCOUTS**
Creating a Better World

**THERE ARE
17 GLOBAL
GOALS AND
169 TARGETS,
AND OVER
ONE THIRD
OF THEM
HIGHLIGHT
THE ROLE
OF YOUNG
PEOPLE.**

An SDG intro for Scouts and Young People



Conduct the “Connected Goals” activity

By the end of this activity, young people should be able to link the SDGs to issues in their communities and around the world. They should also have identified one or some of the issues they care most about and which SDGs they are linked to.



Conduct the “My community... What is it? What’s in it?” activity

By the end of this activity, young people should have developed their capacity to observe their community critically. They should be able to identify what they like and what they wish they could change in it.

Conduct the “My Scouting and the SDGs” activity

By the end of this activity, young people should be able to link what they do in Scouting to the SDGs. They should also have a vision of what they want a better world to look like and ideas of how they can help to achieve it.



Conduct the “Scout commitment to the SDGs” activity

By the end of this activity, young people should be able to identify an issue they care about in the community, link it to the SDGs, its impacts, and show how their actions can help to achieve this SDG and create a better world. They should have also developed their creativity and skills in communications around the theme of the SDGs.



Conduct the “Global Goals TV” activity

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.

Conduct the “Connected Goals” activity

By the end of this activity, young people should be able to link the SDGs to issues around the world and in their communities. They should have also identified one or some of the issues they care about the most and which SDGs they are linked to.



Conduct the “Building Bridges” activity

By the end of this activity, young people should have developed their competencies in problem-solving, empathy, collaboration, and strategic thinking. They should understand the need for international partnerships and leaving no one behind which will help us to achieve the SDGs by 2030.

Conduct the “Scouting and the SDGs” activity

By the end of this activity, young people should be able to link what they do in Scouting to the SDGs. They should also have a vision of the better world they want and how they can help to realise it.



Conduct the “My SDG campaign” Part A

By the end of this activity, young people should have developed 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.

Conduct the “Scout commitment to the SDGs” activity

By the end of this activity, young people should be able to identify an issue they care about in the community, link it to the SDGs it impacts, and show how their action can help to achieve this SDG and create a better world. They should have also developed their creativity and skills in communications around the theme of the SDGs.



Conduct the “Connected Goals” activity

By the end of this activity, young people should be able to link the SDGs to issues around the world and in their communities. They should have also identified one or some of the issues they care about the most and which SDGs they are linked to.

“Try and leave this world a little better than you found it, and when your turn comes to die, you can die happy in feeling that at any rate, you have not wasted your time but have done your best.” – *Baden-Powell*



Conduct the “Our Community Action Plan” activity

By the end of this activity, young people should have developed 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 and create a positive impact on the community.

Conduct the “My Scouting and the SDGs” activity

By the end of this activity, young people should be able to link what they do in Scouting to the SDGs. They should also have a vision of the better world they want and how they can help to realise it.



Conduct the “Scout Commitment to the SDGs” activity

By the end of this activity, young people should be able to identify an issue they care about in the community, link it to the SDGs it impacts, and show how their action can help to achieve this SDG and create a better world. They should also have developed their creativity and skills in communications around the theme of the SDGs.

Conduct the “My SDG campaign” Parts A and B

By the end of this activity, young people should have developed 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 also developed their capacity to communicate and advocate for issues related to the SDGs.



Do you need an introduction to the SDGs for a major Scout camp or a jamboree that is coming up? Do you need an activity that can be rotated between stations? Is it for a very big group? Do you want one activity that can last for a very long time?

In these occasions, there are a few approaches to introduce the SDGs.

Remember



Time



Age



Material



The activity
contribution to
competencies

Here are some examples to cover the awareness component:

The Big Game

Prepare a big treasure hunt with SDG challenges along the way. Patrols are asked to go from one challenge to another, each inspired by the SDGs, to try and retrieve the treasure. If your camp has a theme, the SDGs can easily be included in the story!

The Stands

Set up stands linked to the different SDGs that are most relevant in your country and local context. Each stand will have a person leading a 15-minute activity on that SDG for young people.

The Challenge Badge

Create a challenge badge with one action young people must take for each of the 17 Goals during the camp. By the end of it, everyone who has accomplished all the actions will be invited to an award ceremony.

But before ending, always include a commitment! Whatever model you choose, you should include a commitment activity, such as the “Scout Commitment to the SDGs” activity. This is so that Scouts can apply what they have learned in their individual contexts.

By the end of this activity, young people should be able to identify an issue they care about in the community, link it to the SDGs it impacts, and show how their action can help to achieve a particular SDG and create a better world.

Looking for inspiration for SDG-specific games or actions?

Visit the SDG hub on sdgs.scout.org for fun Scouting and external resources.

SDG Star

By the end of this activity, young people should be able to reflect on their progress in relation to their competencies for SDGs, as well as discover new skills, behaviours, and knowledge related to SDGs. They should also have identified one or some actions that can be developed further to have a stronger contribution to the SDGs.



Reflection:

We can all contribute to the achievement of SDGs if we learn new things and adopt new attitudes and behaviours. Everyone has different competencies and levels of development. We should complement each other with our unique skills to ensure sustainability.



30 minutes



All ages



Printout for each participant the key competencies for the SDG's charter



- Critical thinking
- Self-awareness

- Three-metre long rope and SDGs circle printout
- Mark a scale on the floor, on a flipchart, or on the wall
- Present the concept of the SDG competencies one by one to the participants according to their age. Do it in a more playful way and with practical examples or games with the younger ones.
- After introducing the concept, read the bullet points aloud in the form of questions. For instance, instead of saying "I'm able to recognise and understand the relation between my actions and its effects on people, my community, and the planet.", you say "Are you able to recognise and understand the relation between your actions and its effects in people, your community and the planet?"
- For each positive answer they give, allow the participants to move one or two steps closer to the SDG circle
- Ask participants to keep their charter and repeat the activity at the end of the training or after a period of time to review the progress of the participants.

For a more dynamic set-up, you can position the scales the shape of a star.

Connected Goals

By the end of this activity, young people should be able to link the SDGs to issues around the world and in their communities. They should also have identified one or some of the issues they care about the most and what SDGs they are linked to.



Reflection:

One issue can be connected to more than one SDG. This is because all the SDGs are interconnected and are the cause or consequence of one another.



30 minutes



All ages



- Printout of 30 images of global challenges that are linked to the 17 Global Goals



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

- Lay the printouts on the ground or table (30 images and 17 Global Goals icons)
 - Have young people walk around the images and look at all of them
 - The facilitator asks the young people a set of questions linked to the images and how they are linked to each other and the SDGs:
 - From the images,
 - What do you think is happening in the image or what does the image represent?
 - Which ones are related to happiness, power, money, peace, danger, people, or the environment?
 - What are the causes of what you see here? (point to an image) What are the consequences of what you see here?
 - Hand out the SDG cards to everyone (individuals or in groups of two) and let young people read them.
 - Once read, invite young people to place the goal they have on the image that they think it is most connected to, before asking them:
 - Why did you place the goal there? What is the link?
- Once they are all placed, ask them:**
- Are there images that have more than one goal on them? Why?
 - Which of the SDGs do you think are connected?
 - Point to an SDG icon and ask “Which of the pictures are related to this goal?”
- Conclude with the question:**
- What images do you relate to and why? How is it relevant in your community?
 - Which SDGs are you interested in and why?

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?



READY TO ACT

Our community... What is it? What's in it?

By the end of this activity, young people should have developed their capacity to observe their community critically. They should be able to identify what they like and what they wish could change in it.

Reflection:

A community is a small or large group of people who share something in common (norms, religion, culture, identity, or a sense of belonging). Each community is special. Some important things that happen in it can be seen with our eyes, but others are subtler. Whatever it is, young people can find the issues they want to address, understand what is causing it, and do something about it!

(Note: Participants need some level of knowledge about the SDGs before engaging in this activity)

This activity was inspired by the World's Largest Lesson. Find more details here.



45 minutes



Bellow 11



Questions
sheet



- Systems thinking
- Critical thinking
- Self-awareness



- With your Scout group, plan a walk in the neighbourhood. The leader of this activity needs to do a recognition walk prior to the activity to make sure the chosen route provides enough inspiration for the SDG issues discussion.
- Before going out on the walk, divide the group into pairs of two. Ask each Scout to share with their friend, their answer to the question:
 - “What does the word community/ society mean to you? Describe your local community.”
- After three minutes of discussion, they rejoin the group and explain their friends’ answers. Ask the young people if they know the members of their community and what their community means to them.
- Explain to the group that they will be going out for a walk in the neighbourhood and that they will be putting on their SDG glasses. Their role is to spot potential issues or challenges that might be happening and how they are linked to the SDGs.
- Go out for a 30-minute walk in the neighbourhood. During the walk, make sure to pass by different places that show positive aspects of your community and issues for improvement, e.g. a school, hospital, park, garbage disposal, forest, river, bus stop, etc.
- During the walk, ask guiding questions (check the annex)
- Make sure all those questions also come with a “why?” so that young people can start linking observations to causes. Encourage them to ask some questions as well.
- Conclude the walk and let the young people share their reflections.
 - What were the things you liked about your neighbourhood? What were the things you think could be improved?
 - Which issue do you think is the most important to solve? Why? There is no right or wrong answer here. The idea is to see what is important to each Scout.



READY TO ACT

Scouting and the SDGs

By the end of this activity, young people should be able to link what they do in Scouting to the SDGs. They should also have a vision of the better world they want and how they can help to realise it.

Reflection:

Scouts create a better world everyday as active global citizens in their community with the help of their Scout Promise and Law. If they can imagine what they want a better world to look like, they can also think of what they want to do to be able to create that better world.

(Note: Participants need some level of knowledge about the SDGs before engaging in this activity)

This activity was inspired by the World's Largest Lesson. Find more details here.



30 minutes



All ages



Printout of the annex, if available



- Anticipatory
- Collaboration
- Self-awareness
- Integrated problem-solving



- Divide the group into patrols or small groups of 5-8

- Read Baden-Powell's quote aloud

“Try and leave this world a little better than you found it.”
– Baden-Powell

- Lead the group through the activity:

- Ask them: “What does a better world look like for you?”
- With the activity sheet, in your teams, describe what you think a better world looks like. You can draw it at the top of the page.
- Then, list some of the action and projects you have done and are doing as a Scout to create a better world.
- Draw a line between the actions/projects and which SDGs they contribute to.

- If you are not using the activity sheet, have them answer the questions aloud and discuss it with their patrol members.

- Have the teams rejoin the group and share what they wrote. Explain that what young people do to create a better world is contributing to the SDGs and that the next step is to push those projects and actions even further.
- Ask the group to reflect on their Scout Promise and Law

Ask the group the following questions:

- How does the Scout Promise help you to create a better world?
- How do you fulfil your “Duty to Others” in your everyday life?
- What will you do to create the better world you want to live in?



READY TO ACT

Building Bridges

By the end of this activity, young people should have developed their competencies in problem-solving, empathy, collaboration, and strategic thinking. They should understand the need for international partnerships and leaving no one behind in our quest to achieve the SDGs by 2030.

Reflection:

Every country, every community, every group of people, every individual has something to bring to others and the world. If we all work together to tackle the issues our world faces, we can hope to achieve the SDGs by 2030. And that means leaving no one behind and helping each other out because we don't have much time to achieve the goals! So let's all get working.

This activity was inspired by the World's Largest Lesson. Find more details here.



20 minutes



Between
11 and 14



Three ropes or markers to create the islands, three "wooden planks", one basket, six balls or objects, printout of the instructions for each island



- Systems thinking
- Anticipatory
- Normative
- Strategic Collaboration
- Integrated problem-solving

- Separate the group into three teams. Make sure you have a person with the role of observer.
- Each team goes to a different island, which have precise boundaries.
- Each island has a specification: make the graph reflective of the names specified here
 - Hope Island: The people on Hope Island are blind. They wear their Scout scarf over their eyes. On this island, they have the food everyone needs to survive (the baskets and balls or objects).
 - Happiness Island: The people on Happiness Island are mute. They cannot say a word during the whole game. On this island, they have the bridges to connect the islands (the wooden planks or something similar).
 - Friendship Island: The biggest and most stable island which can accommodate everybody.
 - The observer needs to make sure that everyone follows the rules and facilitates the session.
 - There are sharks around the islands. Those who leave their islands will be relocated to Hope Island.
 - The main goal for each team is to gather all the members of the three islands on the Friendship Island.

- Each island receives a set of instructions (found in annexe).
- The game ends when all the people are in the Friendship Island or when the 20 minutes have passed.

The observer gathers the group and asks them after the activity:

- How did each island help the others out?
- What was the purpose of Friendship Island?
- What was it like to be part of this island? Was there a best/worst island to live on?
- Which skills did you put into practice here that you can apply in creating a project for your community?
- In the end, the observer should share what she/he observed in terms of behaviour on each Island.



READY TO ACT

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.

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!

This activity was inspired by the World's Largest Lesson. Find more details here.



30 minutes



15 and above



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



- Anticipatory
- Collaboration
- Integrated problem-solving

- 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.



ADVOCATE

My Commitment to the SDGs

By the end of this activity, young people should be able to identify an issue they care about in the community, link it to the SDGs it impacts, and show how their action can help contribute to the achievement of this SDG and create a better world. They should have also developed their creativity and skills in communications around the theme of the SDGs.

Reflection:

Scouts have issues they care about and the skills to help tackle them. By tackling those issues through actions and projects, Scouts can contribute to the achievement of the SDGs.

To see the SDGs achieved in 2030, we also need to promote them. Scouts can help with that by showing what they are doing to contribute to them along the way. Knowing how to talk about the SDGs also makes Scouts better advocates.



15 minutes



All ages



Printout of the annex



- Anticipatory
- Collaboration
- Critical thinking
- Self-awareness

- Distribute the commitment cards and have young people complete them individually
- Guide them through the questions:
 - What issues do you care about the most? They can list one or a few issues they care about.
 - Which SDGs do you want to work on? Invite them to find the SDGs that are linked to the issues that they want to work on.
 - What can they do? Invite them to identify some of the skills they have that they can apply to help achieve the SDGs. They can circle the options and add their own.
 - Have young people fill in the commitment section. Push them to think about long-term projects they can undertake to help achieve the SDGs by 2030.
- In the group, invite each Scout to share with the others what their commitment is. Ask the group:
 - What help do you need to make this commitment possible?
 - Are some of the commitments similar? Could those who have similar commitments work together to have an even bigger impact as a team?

Share the commitments!

- Have young people discuss how they plan to share with everyone the things young people are doing to help achieve the SDGs.
- Young people can take pictures with a board stating their commitment, take a video of themselves making their commitment, or even write an article about it.
- Post it online, on social media, and/or on scout.org, and encourage others to commit to the SDGs as well.



ADVOCATE

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?



ADVOCATE

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?

#Scouts4SDGs



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Creating a Better World



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