

BUILD A BETTER WORLD

ACTIVITIES BASED ON THE SUSTAINABLE DEVELOPMENT GOALS





Cholophon

Front page photo:
Margrethe Grønvold Friis

Editors:
Kasper Rolle
Margrethe Grønvold Friis
Ida Heltoft
Birgit Petersen Børsting
Kristine Nedergaard Larsen
Rikke Thomasberg
Ea Forchhammer

Photographers:
Margrethe Grønvold Friis
Frederik Dahl Kehlet
Getty Image

Translation:
Natascha Skjaldgaard
Anette Nørgaard Jappe

Layout:
Aller Client Publishing

The Build a Better World activities are produced by The Guides and Scouts of Denmark in 2018 in cooperation with Tuborgfondet.

Contents

2

4	How to use this material
6	Description of the Sustainable Development Goals
10	Get started with the activities
12	Activities:
12	<i>The Promise, the Law and the SDGs</i>
14	<i>Identity game</i>
16	<i>Insect food – the scout/guide food of the future</i>
18	<i>Fighting resource waste</i>
20	<i>Board game about the way to school</i>
22	<i>Build a dream city</i>
24	<i>Peace doves</i>
26	<i>Energy in camp – build a hay box</i>
28	<i>Fighting for the good job</i>
30	<i>On the run</i>
32	<i>The privilege race</i>
34	<i>Reduce, Reuse, Recycle, Rethink</i>
36	<i>Plastic in the ocean</i>
38	<i>Clean water</i>
40	<i>Poverty</i>
42	<i>The human rights game</i>

**TUBORG
FONDET**



Together we build a better world



As scouts and guides we have set an ambitious goal. We want to build a better world. This goal is so big and ambitious that you can not avoid becoming inspired, but it might also feel a bit overwhelming. How do you build a better world at a scout and guide meeting on a Tuesday evening? Or how do you know that you have built a better world when you are on your way home from camp?

One of the answers is that we, through our programmes, meetings and camps, develop our scouts and guides to become active citizens. Active citizens who have gained experiences and acquired skills and, who take responsibility for their communities. Part of this development process is that we show our scouts and guides how even from a very young age they can assume responsibility and contribute to creating a better world. And when we talk about a better world and active citizenship, the 17 sustainable development goals are a huge source of inspiration.

In 2015 the world's leaders agreed on 17 goals for a sustainable development to be achieved by 2030. However, the 17 sustainable development goals are not only the goals of the UN or the heads of government. They are everyone's goals. They are our goals. Yours and mine. This means we also have the responsibility to make sure that the goals are achieved.

The 17 Global Goals focus on how, as global citizens, we can create a better and more sustainable world by taking action and leaving no one behind. This fits perfectly with the way that we promote as scouts and guides to do our best to take care of each other, society and the nature around us.

This activity kit was developed and produced by The Guides and Scouts of Denmark, and can be used all year around for scout and guide meetings, camps and events. We hope that the activities will inspire you not only to build a better world with scouts and guides, but also at school, at work, in your local community and even globally.

Building a better world is a big and ambitious goal, but it is also an essential goal. The world that we live in and the world in which our scouts and guides are raised need people who will take care of both people and the planet.

Thank you for building a better world!

On behalf of The Guides and Scouts of Denmark,
Natascha Skjaldgaard & Margrethe Grønvold Friis
SDG volunteers



How to use this material

The activities are designed to be scalable to all age groups, and all activities have suggestions for how to adapt them to suit different age groups. The reason why the activities in this kit are adaptable and scalable, is that they must be fun for all age groups and that the activities are fit at patrol meetings, monthly activity programme and for a large group of scouts and guides.

On pages 10 and 11 you can see suggestions for ways to combine the activities depending on whether you are looking for ideas for your next patrol meeting, the monthly activity programme or any other event. Have a look at the flowchart, and find the activities that you believe go well together.

All the activities are just for inspiration, so feel free to combine, adapt or even come up with new ones.

Each activity is marked with a symbol which shows what kind of activity it is. An activity can be marked as a **MIND**, **ENERGY** or **CREATIVITY** activity.



MIND

activities require you to sit down and use your head. Solutions, personal responsibility and the meaning of the SDGs are just some of the things you will come to think about.



ENERGY

activities are excellent if you need to burn off some energy. You can follow up with good questions for reflection, but the activities can also be used as energizers at a meeting.



CREATIVITY

activities are about creating something. This is when you want to create a concrete action which supports the SDGs or when you want to be completely creative and think out of the box with materials.



Scouting/Guiding and the SDGs

On 25 September 2015 all the world's heads of government and state agreed on and adopted an extremely ambitious development agenda. The 17 Sustainable Development Goals (SDGs) and 169 targets entered into force on 1 January, 2016 and focus on creating sustainable development for people on the planet and for the planet itself until 2030.

The SDGs target extreme poverty and hunger, focus on reducing inequalities and ensuring good conditions for everybody. Their purpose is also to promote peaceful and inclusive societies all over the world and to improve the quality of education and strengthen global partnerships. This is an obligation which all 193 member states of the United Nations have agreed to and will work to fulfill before 2030.

Together with our fellow scouts and guides from all over the world it is our obligation as scouts and guides to take responsibility for the world we live in, to take the lead and to be role models for our local communities. In that way we will empower our scouts and guides to develop their fullest potential, to become active citizens and come one step closer to building a better world.



BADGE

The Guides and Scouts of Denmark have also produced an SDG badge which can be bought on spejdersport.dk

To be awarded the badge, it is recommended that:

- 1 The scouts and guides have tried at least 3 different SDG activities
- 2 They know all the SDGs and understand how the goals are interconnected
- 3 They have an understanding of what they can do themselves to create a better world





Description of the SDGs

Goal 18

All Danish scout and guide associations are members of The Danish National Youth Council (Dansk Ungdoms Fællesråd – DUF). DUF is an umbrella organisation for youth organisations and strives for greater youth involvement in our society and democracy.

DUF has developed an unofficial SDG 18 on Youth Empowerment as part of their activities. The alternative goal was presented to Kristian Jensen, Minister for Foreign Affairs, as a reminder to him that young people should be at the centre of the work undertaken due to the Danish commitment to development.

“Young people are the future of the world and their commitment creates develop-

ment, and strengthens democratic structures and youth participation among young people all over the world. We hope that Mr. Jensen will place this alternative global goal on his desk as a daily reminder of the difference that young people make to the Danish development efforts, and continue to work for promoting a democratic understanding all over the world.” – Kasper Sand Kjær, Chair of DUF

Like DUF The Guides and Scouts of Denmark believe that empowering, involving and engaging young people is an essential step in achieving the SDGs. Young people are more affected by the global challenges we are facing, but will also become even more affected by future challenges. However, young people are also part of the solution because

they are a huge resource of experience, expertise and innovation when it comes to achieving the SDGs. Just like the guides and scouts, many youth organisations are striving to empower young people and to achieve the SDGs. An essential element in achieving Agenda 2030 and the SDGs is partnerships.

We have to cooperate and work together to support, challenge, learn and provide new perspectives on sustainable development. Try to find out what other youth organisations are doing, either in your local community, at national level or at global level, and become inspired by their initiatives. You could even invite another youth organisation to come visit and take part in your SDG activities!

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



5 GENDER EQUALITY



4 QUALITY EDUCATION



6. Clean Water and Sanitation

The ambition for SDG 6 is for everyone to have access to clean and affordable drinking water. At the same time every human being should have access to good sanitation and hygiene, which includes proper drainage systems and access to toilets. Clean water is one of the most important prerequisites for health, which is why it is good news that 91% of the world's population have access to an improved water source.

7. Affordable and Clean Energy

In the prosperous parts of the world, we mean abandoning the use of coal and oil and using more energy from solar panels, wind turbines and water, etc when we talk about sustainable energy. However, in many countries, people are still cooking their food on an open fire, and in these circumstances it will make a huge difference if they shift from burning wood to cooking food on for example gas stoves.

7 AFFORDABLE AND CLEAN ENERGY



1. No Poverty

The first SDG is about eradicating poverty in all its forms before 2030. It is especially about providing opportunities for people in the poorest countries of the world. The World Bank defines "extreme poverty" as an income per person of less than 1.9 US dollars per day. It is a huge challenge, but we are already moving in the right direction.

2. Zero Hunger

SDG 2 is essentially about ending all forms of hunger. This means ending famine, which is the situation when thousands of people living in an area risk starving to death, but it also means ending extreme hunger, which is the situation when millions of people in many different countries are malnourished because they have no access to proper and nutritious food.

3. Good Health and Well-Being

SDG 3 focuses on the promotion of healthy living and well-being for everybody of all ages. It is a commitment to ending epidemics of communicable diseases, reducing non-communicable diseases by one third, reducing maternal and child mortality, achieving universal health insurance coverage and providing access to safe and affordable medicines and vaccines for all.

4. Quality Education

Education is the foundation that makes us able not only to understand, but also to solve the world's problems while at the same time improve our own lives. Even though it is still far from everybody who gets a good education, access to education has improved drastically on a global scale over the last few decades. Previously it was mostly boys who received school tuition, but now almost as many girls as boys start and attend school.

5. Gender Equality

SDG 5 focuses on ending all forms of discrimination and violence against women and girls everywhere. The aim is for women to have equal rights to resources such as land and real estate, to equal participation in political, economic and social life and last, but not least, universal access to sexual and reproductive rights.

6 CLEAN WATER AND SANITATION



8 DECENT WORK AND ECONOMIC GROWTH



8. Decent work and economic growth

It requires decent working conditions and economic growth when millions of people need to work their way out of extreme poverty. The UN aims at reaching a 7% growth in the least developed countries. This is why we have to promote lasting, inclusive and sustainable economic growth, full and productive employment and decent jobs for all.

9. Industry, Innovation and Infrastructures

SDG 9 might seem like one of the more difficult goals to relate to because it appears quite technical. However, it is essentially about making society function in smart and sustainable ways. It is about roads, railways and harbours which enable us to trade with the entire world instead of just our local communities. The aim is to build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.

10. Reduced Inequalities

SDG 10 aims at reducing the general inequality within and among countries, but also at reducing inequality between the citizens of the same country. This will be achieved by sustaining an income growth specifically of the bottom 40% of the population in each country at a rate above the national average.

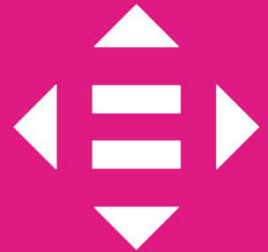
11. Sustainable cities and communities

More than half of the world's population now live in cities, and the massive urbanisation is not slowing down. This provides a broad range of challenges, but also opportunities. The inhabitants of the big cities use enormous amounts of food, water and other resources, and they also produce huge amounts of waste which must be handled and disposed of. However, when so many people live closely together, it is also easier to set up waste management systems than when people live far apart.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



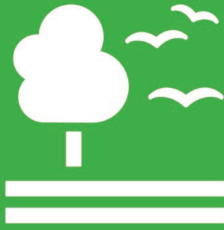
12. Responsible consumption and production

If we are dedicated to a sustainable future, we need to think seriously about and change our consumption and spending habits. The human population are consuming a large amount of resources, but a lot of this consumption is unnecessary. Approximately one third of the world's food products end up as waste. This means that we have a huge opportunity to reduce that amount of waste if we start to see food waste as a resource that could be used in a better way.

13 CLIMATE ACTION



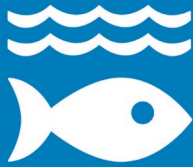
15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



14 LIFE BELOW WATER



17. Partnerships for the goals

SDG 17 focuses on political, technological and economic cooperation across country borders through which governments, companies, organisations and individuals come together in partnerships to work towards achieving the goals. However, it is also about who is going to pay for the investments necessary to achieve the SDGs.

15. Life On Land

SDG 15 on life on land is not only about preserving nature, but also about promoting sustainable use of nature's resources. So in future we should still be able to hunt, fish and cut trees, but without destroying nature and our planet permanently.

18. Youth Empowerment

SDG 18 is an unofficial goal created by The Danish Youth Council (Dansk Ungdoms Fællesråd – DUF) as a publicity stunt. Even though it was created as a gimmick, there is no doubt that it is the young people who have to push for the world to achieve Agenda 2030 and the SDGs. By empowering, involving and engaging young people we ensure that the SDGs are more than a topic discussed; they are goals leading to action also in future!

13. Climate Action

SDG 13 is about taking urgent action to combat climate change and its impacts. Global warming is a fact, so we have to prepare for the consequences that it will have on our planet. We have to reduce greenhouse gas emissions, improve risk management structures in areas hit by natural disasters and help vulnerable regions in the world develop, but in a sustainable way.

14. Life Below Water

The ambition of SDG 14 is to reduce the pollution of the oceans considerably and to stop overfishing the world. Marine life is much more important to our planet than most people know. Half of the oxygen from the air that we breathe is produced by the algae in the sea, and the fishing of fish, shellfish and squids feeds approximately 3 billion people.

16. Peace, Justice and Strong Institutions

"There can be no sustainable development without peace and no peace without sustainable development." This quote is taken from the introduction by the UN to the SDGs. It is of crucial importance to stop wars, but peace alone will not suffice. SDG 16 is also about reducing all kinds of violence, including organised crime and terrorism.

18 YOUTH EMPOWERMENT



17 PARTNERSHIPS FOR THE GOALS

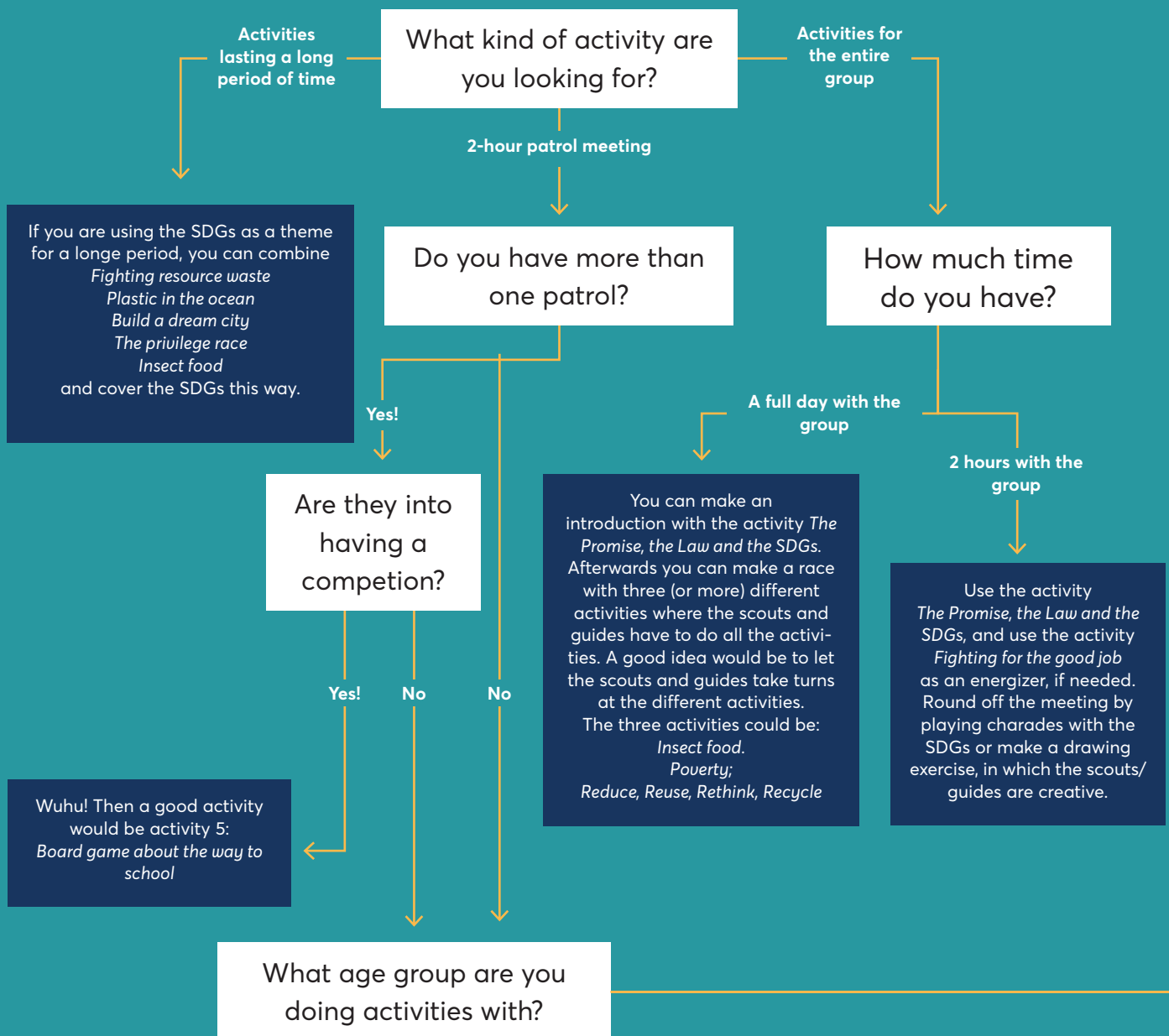


Flowchart

on the use of this material

Begin here to find suggestions on the use of the activities in this kit. The activities can be scaled to fit different age groups, but there are some activities that go together more conveniently than others.

10





5-10
year-olds →

Try these activities:
Poverty
Insect food
Peace Doves
Board game about the way to school

10-16
year-olds →

Try these activities:
The privilege race
Build a dream city
On the run
Insect food

16-24
year-olds →

Try these activities:
Identity game
Reduce, Reuse, Recycle, Rethink
The Human Rights Game
Fighting resource waste



The Promise, the Law and the SDGs

Global goals:
All

Time:
2 hours



Introduction:

The main part of the Promise and Law is about creating a better world. With this activity the scouts and guides learn about the Promise and Law, and what the Promise and Law mean to themselves and their patrols. Below you will find a programme for working with your scout/guide Promise and Law and see how they relate to the SDGs. This is to better understand the SDGs and to get an introduction to the rest of the SDG material.

Activity:

Start your meeting the way you usually do, e.g. with games or songs. Then ask your scouts and guides how much they can remember by heart of the Promise and Law. An idea is to ask them to write down what they remember.

When you continue the discussion about the Promise and Law, discuss with the scouts/guides what they find to be the most important part for themselves, and what they believe as patrols are the most important aspects.

Continue the discussion, and talk about why we have a Law and a Promise in Scouting and Guiding.

Let the scouts and guides create a visual presentation of the Promise and Law and, remember to include it when

you make the Promise. This activity is connected to the SDGs because Scouting and Guiding are about building a better world and leaving this world a little better than we found it. The 17 SDGs give us a direction we can follow to make our world more sustainable. Present the 17 SDGs to the scouts and guides, and discuss the Global Goals.

To give the scouts and guides an opportunity to get an overview of the different Global Goals, you can play a variety of games incorporating the SDGs, for example charades, memory games and drawing games.

When you have finished playing, and the scouts and guides know of the SDGs, you can have a talk about what kind of specific actions the scouts and guides imagine that they can do themselves to achieve the SDGs.

The last part of this activity is to make a presentation of all the other activities which the scouts and guides make to become better acquainted with the SDGs.

Reflection:

You can discuss with your guides and scouts which specific Global Goals they would be most keen on achieving.

You can also have a talk about the values of Scouting and Guiding, and how the guides and scouts see a connection between Citizenship and Duty to others in connection with their work on the SDGs.

Other options:

You can use different games to make it attractive to get to know the SDGs, for example a memory game, online quizzes or even a small activity race with the goals.

It might also be relevant to connect the SDGs with The Promise and Law in connection with your Thinking Day and Founder's Day activities.

You can choose to go further in depth with The Promise and Law and the 17 SDGs. One option could be to let this be a single activity instead of an introduction to a long period of activities with the SDGs.

Spejderloven

være en god kammerat.



Inspiration:

"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

More information:

worldslargestlesson.globalgoals.org/animated-films/

Fun facts:

Scouts and guides all over the world work actively with body confidence by using the resources of the Free Being Me – activity pack. This is one way of empowering young scouts and guides to believe in themselves.

More info:

Get Free Being Me activities at: free-being-me.com

Identity game

5 GENDER EQUALITY



10 REDUCED INEQUALITIES



18 YOUTH EMPOWERMENT



Global goals:
5, 10, 18

Time:
30 - 60 min



Introduction:

We are all different with many different backgrounds. Humans come in all shapes, sizes and colours, but what is important when we define who we are? Around the world there is a big difference in what you are allowed to do based on your gender. In some communities women are not allowed to do the same as men, and in other communities you have to have a certain status before you can decide anything.

One of the ambitions of the SDGs is to create more equality, for example, between rich and poor and between genders.

Who are you as a human being?
To become more aware of discrimination, it is necessary for us to be aware of how complex we are as human beings, and especially how we relate to ourselves and each other.

Activity:

Every scout and guide has to write or draw 10 things (1 thing pr. paper, 10 papers each) they think characterise them as a person.

When they have done this, the scouts/guides have to form two circles. The scouts/guides standing in the inner circle have to face those standing in the outer circle. Make sure that two scouts/guides face each other – so everyone is paired up with someone else. Scouts/guides in the inner circle is now have one minute to present one of the things they wrote or drew on the papers to their partners. *What did you write or draw? Why?*

Afterwards it is the turn of the scouts/guides in the outer circle to do the same. When everyone has been through one round of presentations, the scouts/guides in the outer circle take one step to the right, and now the exercise is repeated with the new pairs.

See more variations under other options

Have any of you written or drawn your gender?

Why? Why not?

Remember: We are much more than our gender. Our gender alone does not characterise or define who we are, what we are good at, and what kind of things we like.

Reflection:

Are there different expectations when it comes to how girls and boys should behave? Have you experienced any?

How do you think it feels like to be born a boy, but feel like a girl? Or the other way around?

Do not perceive people as being divided into two boxes: Females and males. Try to think about gender as more of a spectrum between the masculine and the feminine. What does that mean?

What is important for you in order to define who you are? Is it important for others to know your gender or your hobbies?

Do you always introduce yourself by saying your age, gender and that you are a scout/guide?

Other options:

For the youngest ones:

Draw 5 things that show who you are. For example a little sister, something you are good at, how you look, your favourite scout and guide activity, your favourite food, etc. When everyone has finished drawing, sit down together and have a look at all the different drawings, and talk about all the differences and similarities.

For the more experienced scouts/guides:

Write down 10 things that are important to you. They can be values, principles, characteristics or something you are good at.

For the old age group:

While rotating in the circle, you have to prioritize the things you wrote down. This means that every time you rotate in the circle, you have to put away one of the sheets of paper with a characteristic on. Apart from explaining what it means to you, you should also consider how it would affect your identity if you did not have this characteristic. In the end a scout or guide will have his or her top three characteristics/values. Reflect and have a talk about the thoughts that came to your minds throughout this activity.



Insect food – the scout/guide food of the future

Global goals:
2, 12, 13

Time:
1 - 5 hours



16

Introduction:

Did you know that it takes about 15,000 litres of water to produce 1 kg of beef, but 1 kg of insects only requires 1-2 litres of water?

The SDGs are about creating a world that we can keep living in. One of the ways to create a sustainable future is to stop hunger. This can be done by eating sustainably and producing food that can be transported easily and sustainably to the areas where it is needed the most.

Insects contain a lot of protein, and these proteins also contain all the essential amino acids. Furthermore, the insects have omega-3 and -6 fatty acids as well as lots of minerals and vitamins such as vitamin B12 that is otherwise only found in animal products. Last, but not least, the insects contain fibres that are good for the immune system and the digestive system.

Our earth cannot sustain itself if we keep producing traditional kinds of meat to feed all humans, so we need to look for alternatives. The production of insects for consumption releases about 1% of the greenhouse gasses produced in relation to the same amount of beef.

Because insects only require a minimum of feedstock, water and space, they do not impact the environment as much as other animals. Insects are very effective in transforming feedstock into high quality proteins and therefore need less food to grow. It is a clear advantage that insects can live off food waste which makes them even more efficient. By being able to feed the insects whatever leftover foods we have, we can increase the diversity of the crops that we grow in our fields for the good of biodiversity and therefore also for the future of humans.

By just looking at the water resource usage, an impressive efficiency of the insects becomes clear.

Activity:

An example of Nordic scout/guide food of the future is twist bread filled with smoked buffalo worms and tomato:

Twist bread with relish:

To make stuffed twist bread, make a good dough, smoke some insects (for example buffalo- or mealworms) and make a relish.

Smoked buffalo- or mealworms: Take 150 g of frozen buffalo worms (usually available on the internet).

Defreeze the buffalo worms and put them in a popcorn net that is held over the smoke from the fire for about 10-15 min.

Twist bread relish:

150 g smoked buffalo worms
1 tablespoon rapeseed oil
1 large finely chopped onion
1 clove of crushed garlic
5 tomatoes
1 teaspoon salt
1 large handful chopped greens - it may be freshly picked nettles, sprouts, herbs or vegetables

Add oil and the buffalo worms to a pan and cook it over the fire. After 5 minutes, add onion and garlic. Cut the tomatoes into squares and add them to the pan along with salt and greens. Keep stirring until it reaches a consistency that can be added to twisted bread. You can add edible plants that are found right around you if you wish, examples could be nettles, ground elder or something else. Pour the relish into the hole in the twisted bread and eat. Bon appetit!

Reflection:

In many countries it is completely normal to use insects and all kinds of bugs for cooking.

What do you think it would take for you (or your family, community or even country)

to eat more insects?
What can you do at home to eat more sustainably?
Can you mention 5 dishes without meat?
Have you eaten them at home?

Other options:

Other examples of eating sustainably:

- Food waste patrol meeting: Everyone from the patrol brings food that is about to expire and together you will have fun and creative dishes with the food available
- Empty out your kitchen and use all the food left over from your last group weekend or trip
- The poverty line: Go to the supermarket and give each patrol member the equivalent of 1.9 US \$ in your own currency, to find out how much food you can buy. Remember, in real life you will also need money for rent, school fees, etc. Try out activity #15 on Poverty.
- Can you make a 3-course meal with different kinds of insects?
- Can you live together for week at the scout/guide hut/house without throwing out any food, and cook with sustainable recipes?

Fun facts:

Did you know that the average Danish person throws out 47 kg of edible food in a year?

More info:

You can find more information online – there are plenty of online food blogs with delicious insect food recipes.



Fun facts:

The tinfoil boxes from 300 Danish liver paste packages (a very common Danish sandwich spread) contain enough aluminium to make a new bicycle.

Fighting resource waste



Global goals:
2, 12, 13, 15

Time:
2-4 hours



Introduction:

Every day we throw out huge amounts of rubbish without thinking about where it ends, and what it could have been reused for. If we sort our waste before putting it in the waste bin, it can be recycled and reused as a new resource instead of just being burned. This means we can reuse plastic, metal and glass to produce new things and avoid starting over again every time.

This might seem like a big adjustment to your everyday life, but in reality, it is pretty easy and simple to sort your waste. It does not require anything other than an extra thought every time you want to throw out waste.

Activity:

Build a waste sorting system for your scout/guide house/hut. You can for example sort the following: (Check the local recycling centre for options)

- Glass
- Metal
- Paper
- Cardboard
- Batteries
- Soft plastic
- Hard plastic

Example of how to build a waste sorting system:

- Buy or find an old bookcase
- Buy or find some boxes. IKEA has many different boxes, but maybe you can build something better?
- Reuse plastic bags for sorting plastic
- Create a smart system for the boxes and bags, so you don't see the waste
- Maybe choose different colours for the different boxes, so it is easier to remember where to put which waste.

Great advice:

It is important that the sorting system is easy and simple to understand. You can mark the boxes with symbols or pictures which clearly show where to place the different types of waste.

Make sure that everyone sees that a waste sorting system has been created and help each other use it correctly. Make it a habit to sort your waste, also in camps and other trips!

Place the waste sorting system a central place so it is easy to access. It shouldn't be difficult or impractical.

Place the most commonly used type of waste boxes on several locations in the scout/guide house/hut, and especially in places where it is extra relevant, for example a box for paper next to the printer and a box for plastic in the kitchen.

Make a clear agreement on who is going to empty and take out the waste. It is not everything that needs to be taken out every day or even every week.

Consider whether all boxes need to be the same size.

Reflection:

Why is it a good idea to sort your waste?

What happens with the waste when you hand it in at the recycling centre?

What happens with our waste if we don't sort it?

Do you sort your waste at home?

How is sorting waste related to the 17 SDGs?

Do we have an obligation or a responsibility to sort waste?

Other options:

Collect your old mobile phones and send them for recycling by someone who is able to reuse all the materials. Build your own organic compost container, and make sure only to put organic waste in it. Visit the local recycling centre, or get a tour at the nearest public waste incineration plant.

Board game about the way to school

4 QUALITY EDUCATION



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



Global goals:
4, 9, 10

Time:
30-45 min



20

Introduction:

In Denmark and the Nordic countries, it goes without saying that all children should attend school. It is even free to attend primary school, secondary school and university. This is not the reality for all children and young people around the world. In some areas there are barriers to education because of things such as infrastructure, war, conflict and financial obstacles. Instead, children are forced to work to earn money for their families or to help out with the house work. In some areas only boys are able to attend school, while girls have to stay at home.

Since 2000, enormous progress has taken place, and more and more children go to school and receive an education. By ensuring that everyone has the opportunity to go to school, we also ensure a stable and sustainable development.

Activity:

Before being able to play the board game about the way to school, you have to make the game board. You can either draw it or build it (if you want it big). The board must have 30 playing fields with a starting and finishing field, and randomly spread out should be 12 challenge fields. The challenge fields should be marked with a "?" or an other sign to show that it is not an ordinary playing field. To play the game, you need a game master to lead the game and to make sure the challenge fields stay secret.

The aim of the game is to walk your player all the way to school by rolling a dice. When you land on a challenge field, you have to read the challenge card out loud. Some challenge cards will give you an advantage, others will give you a disadvantage.

Challenge fields:

Challenges fields say:

- There is no school in your village.
Return to the starting line and start over.
- Your parents cannot afford to send you to school.
Skip a turn.
- Both your parents have an education and can help you with your homework.
Jump 4 fields ahead.
- You have to work to help out your family.
Go back 6 fields.
- UNICEF has built a school in your village.
Get an extra turn.
- You are forced into an arranged marriage at an early age and can no longer attend school.
Return to the starting line and start over.
- You have to stay at home and take care of your younger siblings.
Go back 6 fields.
- UNICEF is providing your school with teaching materials.
Take another turn.
- There are landmines and soldiers on your road to school.
Skip a turn.
- Your teacher has been trained by UNICEF.
Take another turn.
- UNICEF has made sure that your school has clean water and sanitary toilets.
Jump 4 fields ahead.

Reflection:

When you have played the game, you can try to show your own way to school with photos or maps. You can try to compare the different routes taken by scouts/guides from different parts of the world how they go to school.

You can also discuss how Scouting and Guiding give you knowledge and skills that are necessary for sustainable development.

Think about what infrastructure means when it comes to accessibility of schools and education. In the Himalayas some children live so far away from school that they have to walk for 2-3 hours along small mountain routes and rocky paths before reaching their classroom.

Other options:

Consider what other challenges children all over the world have to overcome to have access to school and education. Add the challenges as fields to the game. You can also make physical challenges, and every time it is not your turn to roll the dice, you have to help build a school in the starting field or help cook food for the family. There could also be playing fields in which you have to help some of the other players to school or fetch clean drinking water.

Fun facts:

According to UNESCO, approximately 83% of all young people aged 15-24 years could read and write in 1990.

The latest figure from 2010 shows a bit more than 90%.

More information :

un.org/sustainable-development/education/



**Fun facts:**

Quite a lot of countries have now prohibited the use of plastic bags in order to protect the environment and reduce pollution in the cities.

More information:

un.org/sustainable-development/cities/



Build a dream city

Global goals:
7, 9, 11

Time:
2 hours



Introduction:

Many people spend a large portion of their lives in cities, and it is expected that 2/3 of the world population will live in urban areas in 2050. This will challenge the way we live and the cities we live in. More people means the need for more electricity, infrastructure, schools and transport systems, and we need to be innovative to get enough food and ensure enough jobs for everyone. The way we live today and the amount of resources we use, makes us spend so much that we need to have 3,5 planets to have enough resources. We therefore have to have a different approach and to be innovative when developing and building cities.

Materials:

Use recycled materials, drawing or writing materials. Be creative!

Activity:

With this activity the scouts and guides play city planners and develop sustainable cities. If they could rethink the way that we are currently building cities, how would they build the city in terms of railways, hospitals, the scout/guide house/hut, supermarkets, etc. Where is the waste supposed to go? How do we create smart systems?

The scouts and guides can choose one specific SDG as a theme for the city they are building. They can choose education as the main priority, or they may want the city to become as environmentally friendly as possible.

Give the scouts and guides creative freedom and make sure you have plenty of materials, that they can use to build their dream cities.

The scouts and guides can also decide in what part of the world their cities are supposed to be situated, which is also important when it comes to climate and culture.

When all the scouts/guides have built or drawn their cities, they have to present them and the thoughts behind the results. Afterwards discuss how you can all live more sustainably in your own community.

To find inspiration to what the cities could contain in order to be as sustainable as possible, look at the following list: (Leaders can help young scouts and guides with the various suggestions)

They could consider:

- How many people live in your city? And who?
- What options do they have?
- How do they get food, water, energy, etc.?
- What kind of work do they have?
- Who is in charge? Who leads the city and makes decisions?
- How are peace and order kept?
- What is the relationship to neighbouring towns?
- How is rubbish and wastewater handled?
- How is everyone's health ensured?
- What about access to education?
- How do people get around?
- Is the city only for humans?
- Where will you go to become involved in Scouting and Guiding?

Other options:

Have a look at your local area or an area close to you. How can you help develop the city around you? You could have a look at the local city plans and attend a city council meeting about city development (if open to the public). You could also find out whether your area or city has new development projects coming up, and consider what you think about the projects and plans.



Peace doves

Global goals:
16

Time:
20-90 min



Introduction:

Many parts of the world experience peace, justice and prosperity. But people in other parts of the world are hurt by armed conflict, war and violence.

Unfortunately peace and justice cannot be achieved from one day to the next. It is all about how a society is structured and how it functions, such as the relationship between the government and citizens, the amount of corruption, terrorism, power, history, access to justice, etc.

Activity:

Make a peace dove in homemade clay. Using Goal 16 on peace as a focus, the scouts and guides have to be creative and make their own symbols for peace. In the patrols the scouts/guides have to help each other make their own peace doves in homemade clay.

This activity should start with a good discussion in each patrol about the meaning of peace and justice, and how scouts and guides all over the world are part of building peaceful societies.

To make your own clay you need the following:

- 2 dl baking soda
- 1 dl corn starch
- 1 ½ dl water

How to do:

- Mix all ingredients in a pan and boil at low heat.
- Sprinkle corn starch on the table (or where you plan to work with the clay).
- When the texture in the pan is like mashed potatoes, remove it from the pan, put it on your sprinkled corn starch, and cover it with a moist hand towel to prevent it from drying out.
- When the clay is cold, knead it into a bug lump and start working with it. If it is too dry, you can add a little water to soften it up. If the clay is too sticky, you can add a bit more corn starch.
- You can add food colour or glitter – the clay can be kept in an air tight box in the refrigerator for a few days. When you have sculpted your figures and you leave them to dry, you can't change them.

If you see something that needs to be fixed, you will have to wait until the clay is completely dry. Then you can sand it down or even it out with delicate sand paper.

Remember you cannot use this kind of clay for cups, vases or anything in contact with water as water will dissolve the clay.

While you are waiting for the doves to cool off, you can braid a friendship bracelet. Afterwards you can swap it with a good friend in Scouting and Guiding, or maybe an other scout/guide group nearby?

Reflections:

In relation to this activity you can talk with the scouts and guides about WOSM's work with the Messengers of Peace program or WAGGGS' Stop the Violence campaign, maybe either as an introduction to or the finishing point of the meeting.

While you are working with your peace doves, you can talk about the following:

- Why do you think that there is peace in your country? Do you have peace?
- What is peace to you?
- How do we as scouts/guides contribute to a peaceful world?

To finish off the activity, you can talk with the scouts or guides about what small action they can do in their everyday life to secure peace.

Other options:

You could also make a paper crane. Write or draw on the wings what peace means to you and your family.



Fun facts:

All over the world scouts and guides are working with peace projects in different ways through WOSM and WAGGGS. You can find more inspiration through the Messengers of Peace program and the Stop The Violence campaign.

More information:

scout.org/messengersof-peace

waggs.org/en/what-we-do/stop-the-violence/



Fun facts:

The price of solar panels has gone down drastically within the last few years, which has resulted in an increasing number of people getting access to electricity.

Also the new LED light bulbs have given a lot of people in rural areas access to light at night because they do not use as much energy as conventional light bulbs. This means that more children can do their homework, and more people can read the news on their phones or listen to the radio.

More information:

un.org/sustainable-development/energy/



Energy in camp - build a hay box

Global goals:
7

Time:
30 min



Introduction:

During the past 20 years, the number of people with access to electricity has increased by 1.7 billion, and since the world population keeps increasing, the demand for cheap energy is very high.

Many years with dependency on fossil fuels have resulted in a rise in greenhouse gas emissions. The emissions affect nature and create challenges everywhere in the world with drastic changes to our climate system.

To work towards more sustainable energy, we need initiatives and ideas to reduce our use of fossil fuels. Luckily we see a strong development in alternative energy sources, and in 2011 more than 20% of the world's energy originated in renewable energy sources.

SDG 7 about affordable and clean energy is an important goal that we can all work with and contribute to by reducing the amount of electricity we use every day. You definitely know what you can do at home or at school to save electricity, and that is super cool!

Activity:

This activity is intended to make you consider how you can be more sustainable when you go camping. It is always such fun for Danish scouts/guides to cook food on big fires, but it is also super fun to see how energy efficient you can become. That is why you are going to build your own hay box!

There are many good reasons for taking a haybox when you go camping. It reduces the use of firewood and energy when you use the heat in the hay box. Saving energy is good for the environment and gives you the opportunity to do fun activities in the meantime. Apart from that it is very smart that we do not burn the food when it is in the hay box. When the hot pan is put into the hay box, the dish will keep simmering, and you can use the fire for something else.



How to:

- Build a hay box (or thermal cooker) with room for both a pan and isolation.
- Isolate the box with an old sleeping mat and a blanket. You can also use hay, a duvet, a sleeping bag or something similar you want to recycle.
- Build a nice lid for the box and decorate it with the SDG 7 logo.
- Take your box when you go camping and use it to cook delicious and sustainable camp food – tell the other scouts/guides about your project.

You can use the hay box for many different things. You can cook rice or potatoes, make rice pudding or stew. Potatoes and rice have to be in the box for approximately 2 hours, a stew for 3 hours.

Reflections:

Talk about the need for renewable and sustainable energy and ways in which you can save electricity when you are in camp, or even produce your own energy.

- Can you come up with other ideas for how you make a sustainable camp?
- How do you plan to use the hay box at home?
- How can you save energy at home or use it better?

You could also build a water heater by using pipes under the fire to heat up a water tank. You could also build a windmill or use solar panels.

Other options:

Instead of building a hay box, you could also use an old patrol box or something similar from the scout/guide house. You can also use two sleeping bags instead of a box. To prevent them from getting dirty you should cover the pot with used newspapers and towels. When you cover the pot with the sleeping bags, make sure they are wrapped tightly around the pot. Place the pack somewhere where you won't trip over your dinner accidentally.

As an alternative to a hay box you can also consider how to make a fire and reduce the use of firewood, for example, by making different kinds of earth ovens which concentrate the heat around the pots and pans.



Activity #09

Fighting for the good job

Global goals:
8

Time:
15 min



Introduction:

It is important for people to have jobs and feel that they are part of society. That is why you should try this game because it symbolises how difficult it can be to get in and be part of a strong group.

Activity:

Place yourselves in a circle which symbolises the job market. One person has to be inside the circle to symbolize a job. One person has to be outside the circle to symbolise a person who really wants a job (Job hunter). Now work together and keep the person outside the circle from entering and catching the person inside the circle. You can change roles when the "job" person has been caught or touched by the job hunter.

How does it feel to be outside the circle?

Reflections:

One thing is to have a job, another is working conditions. For example, it is important to get paid a fair wage, to know how many hours you have to work without a break and to know that the working environment is safe.

Consider what is important if you work at a construction site? In a kindergarten? In a coal mine? At a factory? In a hospital? *Continue the list of jobs.*

Look into and research what "Fair Trade" means and what "Race to the bottom" means.

Alternative suggestions:

Have a look at your clothes:

- Where in the world are your clothes made?
- Under what conditions do you think they were made?
- Do workers in other countries have the same rights as workers in your country?
- How do we ensure that more people get decent jobs?
- Are there any of the other SDGs that are relevant when you look at your clothes and how they were made?

Other options:

This activity is an easy little energizer. You can scale up the activity by bringing more people into play or to have a thorough discussion about the reflection questions.



More information:

[ggimpactgames.com/
play/goal-8/](http://ggimpactgames.com/play/goal-8/)

[un.org/sustainable-
development/economic-
growth/](http://un.org/sustainable-development/economic-growth/)



Fun facts:

From 1954 to 2014, Denmark admitted 2450 refugees in average each year.

The project "New Danes, New Scouts/Guides" is working on getting local scout and guide groups to invite new Danes – refugees – to become part of their group and become scouts/guides.

More information:

Read more about refugees in Denmark at: refugees.dk

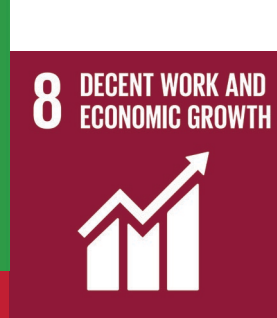
PASSPORT

8

Visas

Departures/Sorties

Entries/Entrées



Activity #10

On the run

Global goals:
1, 3, 4, 8, 16

Time:
2 hours



Introduction:

It has become a reality that more and more people flee their homes, and some head towards Europe. There are many reasons for fleeing, such as war, armed conflict and horrible living standards, but also the dream of a better life somewhere else. To reduce or maybe even stop the number of people who have to run from their homes, we have to work together to create peace in countries with war and conflict, ensure that there is enough food, water and sanitary facilities as well as jobs and economic growth so that people do not only survive but, also prosper.

It is a big challenge, and at the same time it is essential to understand why refugees are willing to go through all kinds of difficulties and hardships in the hope for a better life. Together with your scouts/guides you can plan an activity race focusing on refugees, and afterwards talk about what it would take for you to flee your home.

Activity:

All participants are allocated a new identity, a passport and a random amount of cash. Let them fill out their passports with the information they got from their new identity, making sure that everyone has different prerequisites and starting points.

Based on their identities, the participants are divided into families. The first part of the activity is to flee your home and go to another country.

Plan a fun (and maybe rather difficult) route for the participants to take. They should obviously not know the route. On the route they will be stopped by different people – people who can help them, want the participants to do something for them, or make sure that they arrive safely to the next check point. (Make sure that the activities and helpers are in character). It is a good idea to decide beforehand how difficult the activities are to be at each checkpoint.

Participants could be asked to do the following:

- Smuggle money
- Memorise all the details on their passports, including signatures
- Do a water passage while trying to avoid getting spotted by border control
- Help another refugee light a fire to keep warm
- Help another injured refugee – first aid activity

The route should end up in a refugee camp where the participants will be checked to see if they are carrying any illegal items. A good effect could be to make "survival packages" for the families,

with items such as blankets, bread and some water to give to the participants a realistic picture of what life is like in a refugee camp.

Another effect could be to have some helpers play the characters of unfriendly local people. This will show some of the prejudices that refugees have to endure.

Reflections:

This kind of activity obviously has a lot of reflection opportunities. In some situations, it may make sense to compare what the scouts and guides were thinking before and after the activity.

Questions you could ask the scouts and guides before the activity:

- What do you think it is like to be a refugee?
- How do you think refugees are treated? Is everyone treated equally?
- What kind of means and resources do you think they have access to? Do you think everyone has the same access to resources?

Questions you could ask the scouts/guides after the activity:

- What have you just experienced?
- How do you think it is like to be a refugee now?
- What do you think is the purpose of this activity?

- How can wealthy people/stakeholders help people in need?
- What would it take for you to consider fleeing from your home?
- Where would you head for?

Other options:

It adds something to the activity if you start it in a very chaotic way, and it is always fun to add effects. It could be effects like costumes, music, different sounds or tasks that the scouts and guides have to solve, like chopping wood or writing a poem to earn money before they can flee. These activities could take place in their "home country". Further along on the route, they have to cross a border, where they have to show their passports and cheat their way across the border.

It could also be an idea to make participants have to earn money to be able to pay for more information about the route, for example what country will they end up in and how much room there will be in the refugee camp. This a way for the participants to be able to get more information – the more money, the easier access to information will be.



The privilege race

Global goals:
5, 10

Time:
30 min.



32

Introduction:

Inequality is a global phenomenon that limits opportunities for both people and countries. Did you know that the richest 1% of people own half of the wealth in the world?

Activity:

This activity is a 100 meter race in which the scouts and guides have to reflect on what advantages different kinds of privileges give them.

All the scouts and guides will be given a role. Before the race, you should read some statements out loud. The statements should each highlight one privilege. For each statement that fits with the roles the scouts/guides have been given, they should take a step forward. In this way some of them will get a head start before the race begins.

It is up to the scouts and guides themselves to decide whether or not a statement fits their role.

- Allocate the role cards randomly between the participants. Ask them not to show their role card to the others.
- Ask them to read their role cards and use 5 min to think about their role. They should think about the course of their lives. You can use some of the

reflection questions to get the thoughts going.

- After the 5 minutes of reflection time, the participants should line up at the starting line. A running track should be marked, so that the participants know where to run.
- Tell the participants that you will read the statements out loud. When they feel that a statement fits their role, they should take a step forward.
- Read the statements out loud one at a time. Make sure that the participants have some time to think after each statement to make a decision.
- When all the statements have been read out loud, ask the participants to note their location. You could ask some of them about their role and why they stand where they stand.
- Finally! Do a 5 second countdown and start the race – it is all about who finishes first.

Reflections:

Opening reflection questions:

- How was the role's childhood?
- What did the role's parents work with?
- What does their everyday life look like?
- What kind of place do they live in?
- Whom are they hanging out with in their free time?
- How much money do they earn?
- What are they scared of?

Concluding reflection questions:

- Start by asking an open question – what did the participants think about the exercise?
- How did they feel about having to take a step forward in front of the others?
- What did it feel like having to stay at the same spot when other people stepped forward?
- How difficult was it to get into character?
- What do you think the activity taught you about inequality?
- What is discrimination?
- What is privilege?
- What kind of privileges did you notice in the activity?
- What does it mean to be discriminated against?
- What can you do to reduce the inequalities you just experienced in the activity?

Other options:

For young scouts and guides:
You can choose to play inequality football instead. The scouts and guides are divided into teams in the usual way, but throughout the game different inequalities or advantages are added. Make the goal of one of the teams bigger, and make some players have disabilities for example by blindfolding them or tying their hands tied together.

Use the reflection questions to talk and discuss different kinds of inequality with the scouts and guides.

Fun facts:

From 2006 to 2011 the income of the poorest part of the population in Ecuador increased 8 times more than the national average.

More information:

eycb.coe.int/compass/

> Statements:

- You have never experienced serious money issues
- You have a decent place to live with access to TV and phone
- You feel that your religion and language are respected wherever you live
- You feel that your opinion about economic and political topics is important and is listened to
- You are not afraid to be stopped by the police
- You had breakfast this morning
- You know where to get help if you need it
- You have never felt discriminated against because of your gender, your religion or your skin colour
- Your need for health care is met
- You can go on holiday at least once a year
- You can vote at local elections
- You feel that you have an interesting life and have hopes for the future
- You are not afraid and worried for your children's (or future children's) future
- You can fall in love with any person of your own choice
- You have access to and can use the Internet
- You have or had the opportunity to get help with your homework when you went to school
- You have or had access to free education

Roles:

- You are an unemployed single mom from Denmark
- You are a 22-year-old woman who studies at university and lives at a dormitory in Denmark
- You are a 49-year-old Turkish immigrant living in a disadvantaged neighbourhood in Copenhagen
- You are a 22-year-old male who studies at university in Mexico City
- You are a teenage boy living in Bamako – the biggest city in Mali (West Africa)
- You are a 22-year-old male who studies at Yale University in the USA
- You are a 17-year-old Roma girl who has never finished the 4th grade
- You are a CEO of a big international company
- You are a soldier in the Iraqi army
- You are a 12-year-old girl living with your parents and two siblings in a house in Denmark
- You are working at clothing factory and have had this job for 12 years
- You are a 30-year-old real estate agent from Germany
- You are the son of an ambassador to China
- You are a host of a TV news channel
- You are an unemployed single dad from Sweden
- You are an Afro American male from Detroit in the U.S.A.

Fun facts:

In circular economy terms, it is predicted that urban mining is the new trend when it comes to the recycling and reuse of resources.

More information:

Search the Internet for Cradle to Cradle





Activity #12

Reduce, Reuse, Recycle, Rethink

Global goals:
9, 12

Time:
30 min. – 1 day



Introduction:

The resources of our planet are scarce. If everyone lived the way Danes live, it would take over three times as many resources as can currently be produced on our planet. That is why it is important that we recycle as much as possible. We have to think about the way we consume and how we can make products which can be recycled or reused in a sustainable way.

Through innovation and co-operation across sectors and borders, the resource challenge can be solved. The key words "Reduce, Reuse, Recycle, Rethink" are essential!

Activity:

Start by sorting your camping equipment. Fix whatever is broken or damaged, or use it to create something new. If you have an old and worn-down tent, start by looking at the possibilities of mending it. If that is not possible, it can be reused and transformed into a lot of different things that you can use in your scout/guide house:

- Shopping bags (so you do not have to use/buy single-use plastic bags at the supermarket)
- Make bags in different sizes for different things (tent pegs, pans, first aid kit etc.)
- The mosquito net from the tent can be reused as a mosquito net for your head.

While sorting through your camping equipment, be mindful of how it is stored. Equipment lasts much longer when it is stored properly and taken care of.

Reflections:

We are facing a huge challenge. The number of people on the earth is constantly increasing, and the middle class is growing as well. This means that more people can afford to buy and consume more products. This requires a lot of resources and creates huge amounts of waste. We have to think of smart and innovative solutions to a different way to design products, and to consider waste as a resource for the next production stage.

Do you throw out your stuff when it is broken? Or do you try to fix it? Do you always buy new things, or do you buy recycled products? Have you heard about companies that succeed in selling recycled products? Also technological products like computers and phones?

Other options:

Arrange a flea market at which you can swap/recycle things for example toys or clothes. It could be just for the scouts and guides, or you could arrange a big market for your local community.

Plastic in the ocean



Global goals:
6, 12, 14

Time:
30 min - 1 day



36

Introduction:

Today, too much of the plastic used by humans ends up in the ocean and sadly ends up being eaten by animals. The plastic ends up in the ocean in many different ways. This can be intentional or accidental, like if someone drops some waste and it is swept away by the wind. It can also come from sewers or from ships. If we continue to let plastic pollute the ocean, we will face some serious challenges as there will be more plastic than fish in the ocean by 2050. Plastic is not only dangerous for us, but also for all the animals as they may become tangled in plastic waste or confuse it with food.

Activity:

Many kitchen cloths contain micro plastic which is invisible to the eye. Every time you clean or wash the cloths, tiny plastic particles separate from the cloth and run with the water into the sewers, through the water treatment plants and into the ocean.

You can take action and use less plastic by making your own kitchen cloth out of organic cotton. You can learn how to knit or crochet, and then start creating your own kitchen cloths for your scout/guide house, your camping equipment or your family. You can easily find patterns online!

You can also sew bags for the equipment you use when you go camping. This way you do not have to use plastic bags for shoes, clothes, etc. when you pack your backpack.

Reflections:

Have a talk about the situations in which you use something made of plastic. Do you have to use that specific product? Or could you use something made of a different material? Do you have things made of plastic in your camping equipment? Could you use something else?

Do you sort your plastic waste and give it to the recycling centre? What would you do if you see someone throw plastic or other kinds of waste in the street, at the beach or in nature?

Other options:

For the youngest scouts/guides you could make a turtle race to symbolise plastic in the oceans:

- Make a square field, which reflects the ocean
- The scouts and guides are divided into turtles and plastic pieces floating around in the ocean
- Those who are turtles must crawl around. Those who are plastic pieces must do the crab walk.
- The turtles should now try to move from one end of the ocean to the other without being touched/caught by a plastic piece
- If a turtle is touched by a piece of plastic, it turns into plastic
- The last turtle still alive to swim through the ocean without getting touched by plastic wins the game!



Fun facts:
The Nordic "Clean the Beach" day is May 5.

More information:
Information about plastic in the ocean:
wwf.org.uk/updates/how-does-plastic-end-ocean
ggimpactgames.com/play/goal-14/



38

Fun facts:

"Lifestraw" is a straw capable of cleaning all kinds of water, so that safe drinking water is not an issue. It was invented by a Danish company.

Clean water

3 GOOD HEALTH AND WELL-BEING



6 CLEAN WATER AND SANITATION



13 CLIMATE ACTION



Global goals:
3, 6, 13

Time:
30-60 min.



Introduction:

Clean water is not only vital when it comes to drinking, but also in relation to basic sanitation and hygiene, especially when it comes to the prevention of the spread of contagious bacteria and diseases.

Denmark has some of the world's best and cleanest water, according to the Danish Environmental Protection Agency. In Denmark you can drink water directly from the tap, but all the same water is imported from all over the world. Energy is spent on producing plastic water bottles and transporting water from far away. If we really want to do something nice for the environment, we should become better at drinking water from the tap and remember that it is a privilege. If you do not have a water tap close by, it is practical to be able to make your own water filter. In many countries around the world, it is necessary to use a water filter to drink tap water.

Activity:

Start by discussing access to clean water with the scouts and guides and how lucky you are if you have access to safe and clean water. Explain how you can remove tiny particles from the water by using rocks, gravel, sand and charcoal if it is not clean.

Remember to remind scouts and guides that only by boiling the water you remove the bacteria as well!

- Start by finding a plastic bag and make it ready. There has to be room for the water to drip out from the bottom. You can cut the bottom open and tie it together
- The top has to be open, but you have to tie rope or something similar so the bag (filter) can be suspended in the air.
- First fill the bag with charcoal dust, then sand and continue with coarse gravel and stones until the bag is almost full. The bag must still be able to carry its own weight plus water. Pour some coffee into the bag to test that your filter is ready!
- Be aware that it should take some time for the coffee to run through; otherwise the filter does not cleanse the water. The different layers of charcoal dust, sand, gravel and stones have to be thick enough to filter the water.

Finish off by drinking your newly cleansed water! (Only if deemed safe!)

Reflections:

Cape Town, a city in South Africa with millions of inhabitants, may become the first city in the world to run out of water. How is that possible? Imagine a day without water in your house. What would you do? Talk about what you use water for, and if it is necessary to use so much clean drinking water. Could you use rainwater collected in your garden instead? What do you do to save the clean drinking water in your scout/guide house? What do you do when you are in camp? Access to water is a human right; however, many people still experience that illegal extraction of water for avocado plantations or textile production results in shortage of water in the surrounding communities. Did you know that one avocado requires 320 litres of water? And that the production of a T-shirt requires approximately 1,400 litres of water? How can we in the Western part of the world defend using products, which require so much water?

Other options:

For the young scouts and guides, you can make an obstacle course: Transport a cup of water from the "river" to your "village". The route is the obstacle course symbolising the bad and leaking water pipes on the way. Try to spill as little water as possible.

You can also plan a visit to your local waterworks/water utility and get information about the origin of your water.

Poverty

1 NO POVERTY



4 QUALITY EDUCATION



Global goals:
1, 4

Time:
60 min.



40

Introduction:

The number of people living in extreme poverty has more than halved from 1990 to 2015. More than 1 billion people have been lifted out of extreme poverty since 1990. However, there are still far too many people living in extreme poverty, which is why the United Nations has put it as a priority to reduce the proportion of people living in poverty by half in 2030.

Activity:

This activity should give the scouts and guides an introduction to SDG 1 and the concept of poverty. They have to try creating a 3-month budget for a family living in Malawi.

Each patrol gets a description of the family and must figure out how the family spend their money according to priority. They have to rank items like food, access to school, medication and healthcare among other things.

The patrols should make a prioritised plan for how spend the money. This must be done by looking at the price lists, but the scouts and guides can also be encouraged to make up things that they believe should be part of the budget.

The patrol should make the budget from the starting point that the family in Malawi has 1.9 US dollars per day per family member aged 15+. This means there are things that the family cannot afford.

To make it easy to run the activity you can make four stations, where you put the different price lists:

- School
- Market
- Healthcare
- Home.

If the patrol needs a challenge, ask them to take into consideration:

- A pregnancy: How will they prioritize the money if the mother becomes pregnant again?
- Sickness: What will they do when all the children get Malaria?

Be creative and come up with more obstacles that can help the patrol understand what kind of things you should include in the budget when they don't have much money.

Reflections:

What choices did you make and why?
How was it to make a budget for the Malawi family?

The concept of poverty:

- Extreme poverty is defined as an income so low that the most basic needs (shelter, food, and clean water) cannot be met
- Relative poverty defines poverty in relation to the economic status of other members of society: people are poor living if they fall below the prevailing standards of living in a given societal context
- Talk with the scouts and guides about how they see these different kinds of poverty in the activity

In relation to the family from Malawi:

- How important is education to a family?
- How do you balance the short-term perspective and the long-term perspective?

Research shows that when women get an education and earn more money, they are capable of lifting more people out of poverty than men. So why do so many families still choose to keep girls at home and not let them attend school?

Other options:

You can add other events or obstacles to the activity which have consequences to the families' budgets, for example, the installation of a water pump.

An idea could be to put a time limit:

Set a timer to sound every 2 minutes, which will symbolise a week. Every 8 minutes, the scouts/guides will get more money and can continue to spend money. However, they have to make sure that they have enough food, medicines, etc.



More information:
 ACT Alliance Youth
 Nødhjælpens Ungdom:
noedhjaelp.dk/vaer-med/nu

➤ Family in Malawi:

Father: 45 years old, farmer
 Mother: 35 years old, 8 months pregnant
 Daughter: 15 years old, has graduated from 6th grade
 Son: 12 years old, in 4th grade
 Daughter: 9 years old, in 2nd grade
 Son: 7 years old, in pre-school
 Grandmother: 68 years old

The family in Malawi has 1.9 US dollars per day per family member aged 15+, which results in about 240 US dollars a month.

House

Families in Malawi live in clay huts. The huts are built to keep a cold temperature during the day and a warm temperature at night. The size and quality of the clay huts depend on how much money the families have. Malawi is a country in which malaria is quite common, but families can decrease the risk of being bitten by mosquitoes by using mosquito nets.

- Mosquito net, 4.5 US dollars
- Fire wood, 3.8 US dollars for 5 kg
- Knife, 3 US dollars
- Water canister, 2.5 US dollars
- Soap, 1.5 US dollars
- Pots, 3 US dollars
- Chopping board, 1.5 US dollars
- Washtub, 2.5 US dollars

School

In Malawi school is free to attend until the 6th grade. High school starts in the 7th grade and costs money. The books for classes are free, but have to remain at school, and the families have to pay for pencils and school uniforms themselves.

- Pencil, 15 cents for 1 pencil (You use about 1 pencil a week)
- High school fee, 46 US dollars a year/3.8 US dollars a month
- School uniform, 12 US dollars a year/ 1 US \$ a month

Healthcare

The healthcare centre is the only opportunity that the local population have to go to the doctor and be get treatment if they fall ill. The staff can prescribe medicine and give guidelines, if necessary.

- Tetanus vaccine, 15 US dollars (Mandatory for children to attend school)
- Malaria medicine, 9 US dollars for one treatment
- Child birth, 15 US dollars (including pre – and post check ups)
- Doctor's visit, 1 US dollars
- HIV medicine, 6 US dollars (enough medicine for one week)
- Sanitary pads, 5 US dollars (enough for one menstrual cycle)

Market

In Malawi, the families mainly eat nsima, which is a local dish made of corn flour. You can eat nsima with different kinds of side dishes and garnish, like tomatoes or fish sauce if you can afford it.

- Corn flour, 25 cents for 1.5 kg
- Tomatoes, 1.5 US dollars for 1 kg
- Onions, 1.5 US dollars for 1 kg
- Oil, 2.5 US dollars for 1 litre
- Potatoes, 1.5 US dollars for 1 kg
- Fish, 3 US dollars for 1 kg



Fun facts:

Children have a special need for protection. The UN Convention on the Rights of the Child was created to ensure some fundamental human rights for children. It is not only about shelter, safety and care, but also about being seen as individuals entitled treatment.

More information:

The Universal Declaration of Human Rights:
un.org/en/universal-declaration-human-rights/

Convention on the Rights of the Child:
unicef.org/crc/

Globalresponsibility.eu



The human rights game

Global goals:
16, 17

Time:
15-30 min.



Introduction:

Politics are often about the fact that we all want to live safely together with each other, side by side. That is why politicians all over the world spend a lot of time drafting and amending legislation and talking with people on how we can best ensure peace and prosperity. There are many different interpretations of what a good life is, and how you can live a good life. This is why so much time is spent on agreeing on specific words and different wordings in international conventions, treaties and law.

Many treaties have been agreed upon among the world's countries. One of the oldest treaties is the Universal Declaration of Human Rights from 1948, which was drafted shortly after World War II. It contains 30 articles describing the most fundamental rights for human beings and a life in dignity. The declaration was adopted by the member states at the United Nations and puts a strong focus on the protection of individual human rights.

Activity:

Imagine creating a new "deserted island society". You should create this society from scratch. What are the most important and fundamental human rights and values for your community?

Start out in the patrol by trying to decide and agree on the five most important laws/rights for your community. Discuss why you believe they are the most important ones. Look up the Universal Declaration of Human Rights and see whether your laws or rights are mentioned in the Declaration. Maybe there are some rights in the declaration that would be more important to include in your society?

Each scout and guide should choose the article of the declaration they find the most important. Make them discuss in their patrols why they believe this is the most important human right.

Reflections:

- What are the Human Rights?
- What are the Rights of the Child?
- Why are they important?
- What kind of importance do they have in our lives?
- How can you ensure that your human rights are not violated?
- What does it mean that countries are members of institutions such as the UN and work together to protect human rights?
- What does it mean that all the countries in the world have agreed to work on achieving the Sustainable Development Goals?

Other options:

You could also talk about the values in your patrol. Print 50 different values (words) and let each person choose the 5 values they find to be the most important.

Let everyone introduce their values to the patrol before everyone has to agree on the 10 most important values for the patrol.

Now try to go from 10 to 5 values. Maybe even down to 3. Are you able to agree? Discuss what it means that we generally base our society on values. Discuss how we can use these values to achieve the SDGs, and succeed in building a sustainable world.

SUSTAINABLE DEVELOPMENT GOALS

SPEJDERNE

TUBØRG
FONDET