



# DISCOVERING THE SDGs

An introductory training to the Sustainable  
Development Goals for Young People

**ACTIVITY SHEET - CARDS**



**SCOUTS**<sup>®</sup>  
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



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Youth Programme  
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## SDG Star

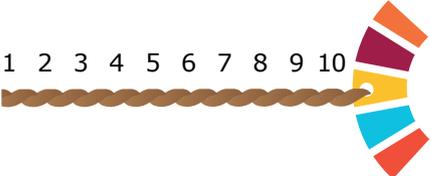
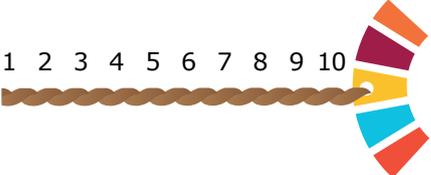
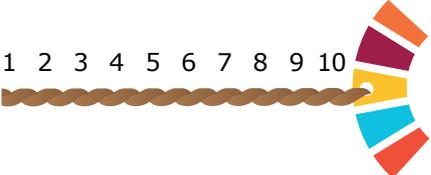
By the end of this activity, young people should be able to **reflect on their progress in relation to their competencies for SDGs, as well as discover new skills, behaviours, and knowledge related to SDGs**. They should also have identified one or some actions that can be developed further to have a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

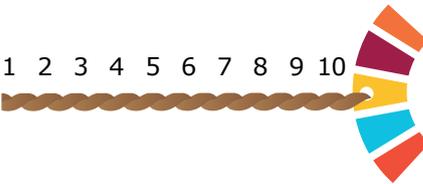
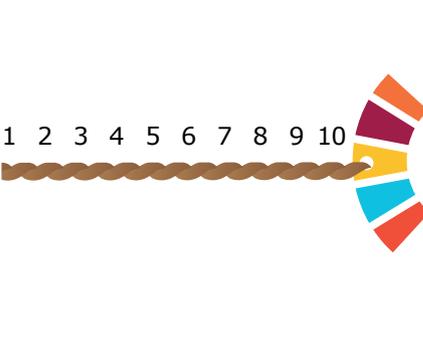
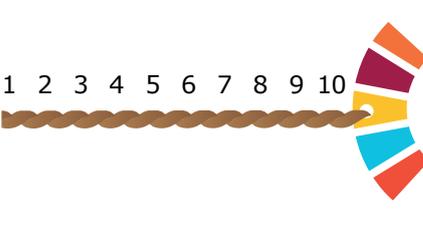
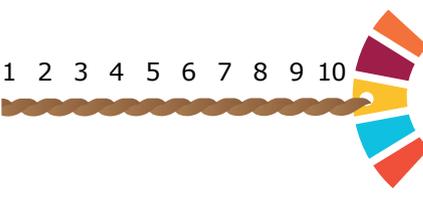
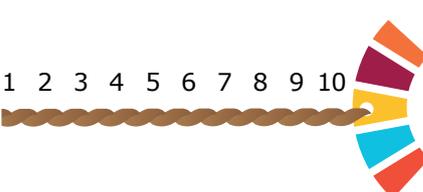


## Key Competencies for the SDGs Charter

How ready are you to promote and contribute to sustainable development? Have a look at the key competencies for sustainable development and make a self-assessment of the skills. Based on your answers, mark the level where you think you are at for each of the key competencies.



KEY COMPETENCIES	Related skills, knowledge, and behaviour	Scale
<p><b>Systems thinker</b></p>	<ul style="list-style-type: none"> <li>I'm able to recognise and understand the relation between my actions and its effects on people, my community, and the planet.</li> <li>I'm able to analyse complex systems.</li> <li>I'm able to think of how systems are embedded within different domains and different scales.</li> <li>I'm able to deal with situations where I don't have all the information.</li> </ul>	
<p><b>Anticipatory</b></p>	<ul style="list-style-type: none"> <li>I understand the difference between possible, probable, and desirable.</li> <li>I'm able to evaluate multiple options for the future.</li> <li>I apply precautions to avoid undesirable situations.</li> <li>I'm able to assess the consequences of actions.</li> <li>I can deal with risks and unexpected changes.</li> </ul>	
<p><b>Normative</b></p>	<ul style="list-style-type: none"> <li>I understand and reflect on the norms and values that inspire my actions.</li> <li>I'm able to negotiate values, principles, goals, and targets for sustainability, in situation of conflicts of interests and trade-offs, uncertain knowledge, and contradictions.</li> </ul>	

<b>Strategic</b>	<ul style="list-style-type: none"> <li>I'm able to develop and implement innovative actions in collaboration with others for the future.</li> </ul>	
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>I learn from others.</li> <li>I'm able to understand and respect the needs, perspectives, and actions of others.</li> <li>I'm able to understand, relate to and be sensitive towards people needs.</li> <li>I'm able to manage conflicts in a group.</li> <li>I can facilitate collaborative and participatory problem-solving.</li> </ul>	
<b>Critical thinker</b>	<ul style="list-style-type: none"> <li>I'm able to ask questions about the norms, practices, and opinions of others in a respectful way.</li> <li>I'm able to reflect on my own values, perceptions, and actions.</li> <li>I'm able to advocate for sustainability.</li> </ul>	
<b>Self-aware</b>	<ul style="list-style-type: none"> <li>I reflect about my role in the development of the local community and global society.</li> <li>I evaluate and find motivation to act.</li> <li>I can identify and express my feelings and desires.</li> </ul>	
<b>Integrated problem-solving</b>	<ul style="list-style-type: none"> <li>I'm apply different problem-solving options to tackle sustainability.</li> <li>I'm able to develop viable, inclusive, and equitable solutions for sustainable development.</li> </ul>	



## 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.

# SUSTAINABLE DEVELOPMENT GOALS



## Agenda 2030 and the 17 Sustainable Development Goals



In 2015, world leaders agreed to 17 Global Goals for a better world by 2030.

We call them the Sustainable Development Goals, or SDGs.

These goals have the power to end poverty, fight inequality, and stop climate change. Guided by the goals, it is now up to all of us, governments, businesses, civil society, and the general public to work together to build a better future for everyone.



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1

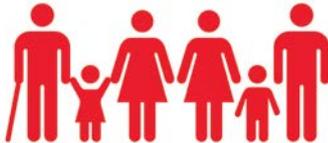
NO  
POVERTY





## End poverty in all its forms everywhere.

**1** NO  
POVERTY



Eradicating poverty is not a task of charity, it is an act of justice and the key to unlocking an enormous human potential. Still, nearly half of the world's population lives in poverty, and lack of food and clean water is killing thousands every single day of the year. Together, we can feed the hungry, wipe out disease, and give everyone in the world a chance to prosper and live a productive and rich life.



2

ZERO  
HUNGER





## End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

**2** ZERO HUNGER



Hunger is the leading cause of death in the world. Our planet has provided us with tremendous resources, but unequal access and inefficient handling leaves millions of people malnourished. If we promote sustainable agriculture with modern technologies and fair distribution systems, we can sustain the world's population and make sure that nobody will ever suffer from hunger again.

3

GOOD HEALTH  
AND WELL-BEING



## Ensure healthy lives and promote well-being for all at all ages.

### 3 GOOD HEALTH AND WELL-BEING

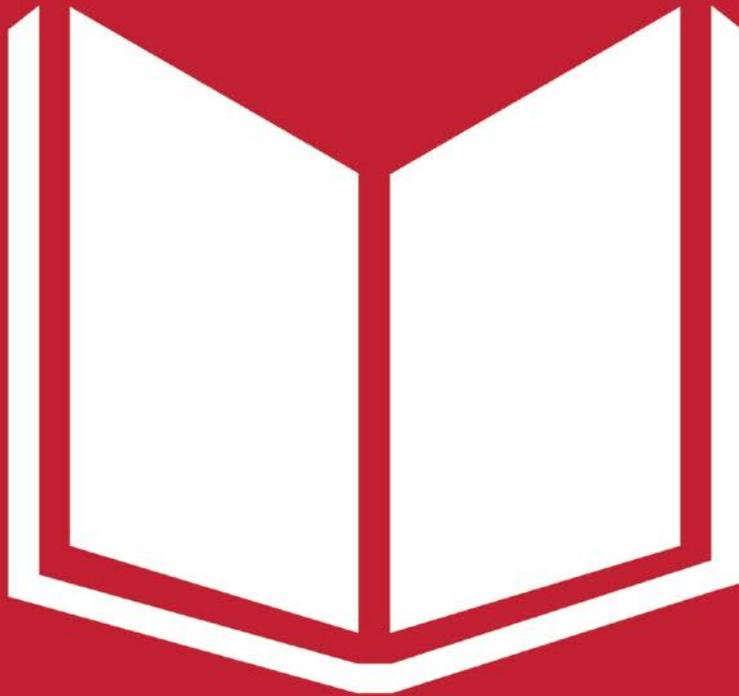


Over the last 15 years, the number of childhood deaths has been cut in half. This proves that it is possible to win the fight against almost every disease. Still, we are spending an astonishing amount of money and resources on treating illnesses that are surprisingly easy to prevent. The new goal for worldwide Good Health promotes healthy lifestyles, preventive measures and modern, efficient healthcare for everyone.

# 3

4

QUALITY  
EDUCATION



## Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

### 4 QUALITY EDUCATION



Education liberates the intellect, unlocks the imagination, and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society.

Learning benefits every human being and should be available to all.

**5**

**GENDER  
EQUALITY**



## Achieve gender equality and empower all women and girls.

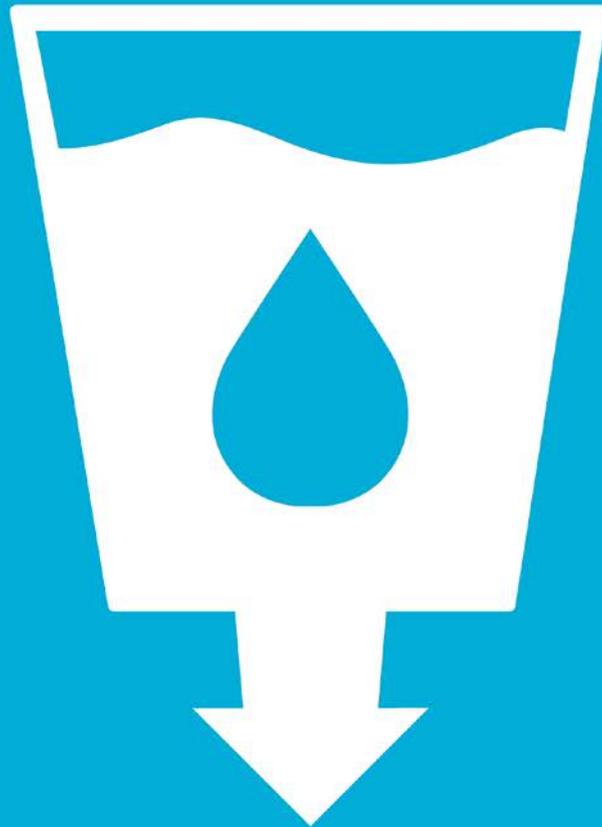
**5** GENDER  
EQUALITY



Gender bias is undermining our social fabric and devalues all of us. It is not just a human rights issue; it is a tremendous waste of the world's human potential. By denying women equal rights, we deny half the population a chance to live life at its fullest. Political, economic, and social equality for women will benefit all the world's citizens. Together we can eradicate prejudice and work for equal rights and respect for all.

**6**

**CLEAN WATER  
AND SANITATION**





Welcome to  
Global Goals Tv

## Ensure availability and sustainable management of water and sanitation for all.

### 6 CLEAN WATER AND SANITATION



One in three people live without sanitation. This is causing unnecessary disease and death. Although huge strides have been made with access to clean drinking water, lack of sanitation is undermining these advances. If we provide affordable equipment and education in hygiene practices, we can stop this senseless suffering and loss of life.



**7**

**AFFORDABLE AND  
CLEAN ENERGY**



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

### 7 AFFORDABLE AND CLEAN ENERGY



Renewable energy solutions are becoming cheaper, more reliable, and more efficient every day. Our current reliance on fossil fuels is unsustainable and harmful to the planet, which is why we have to change the way we produce and consume energy. Implementing these new energy solutions as fast as possible is essential to counter climate change, one of the biggest threats to our own survival.

**8**

**DECENT WORK AND  
ECONOMIC GROWTH**



# Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

## 8 DECENT WORK AND ECONOMIC GROWTH



Economic growth should be a positive force for the whole planet. This is why we must make sure that financial progress creates decent and fulfilling jobs while not harming the environment. We must protect labour rights and once and for all put a stop to modern slavery and child labour. If we promote job creation with expanded access to banking and financial services, we can make sure that everybody gets the benefits of entrepreneurship and innovation.



9

**INDUSTRY, INNOVATION  
AND INFRASTRUCTURE**



## **Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation.**

### **9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**

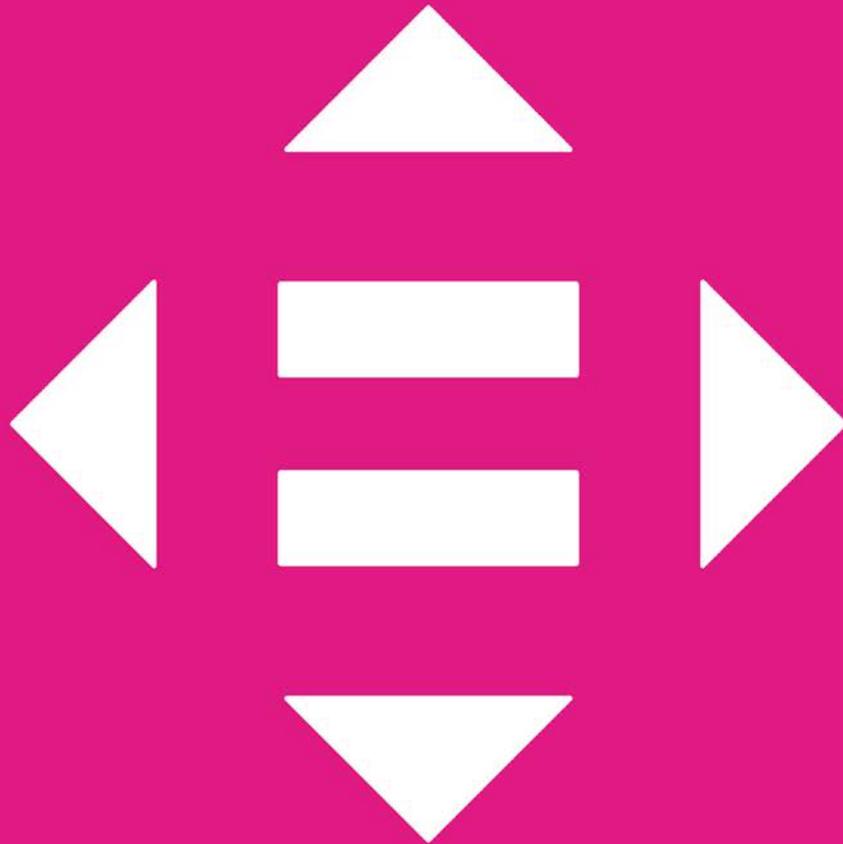


A functioning and resilient infrastructure is the foundation of every successful community. To meet future challenges, our industries and infrastructure must be upgraded. For this, we need to promote innovative sustainable technologies and ensure equal and universal access to information and financial markets. This will bring prosperity, create jobs, and make sure that we build stable and prosperous societies across the globe.



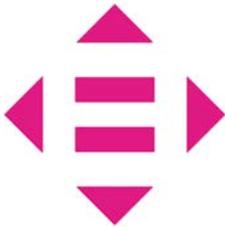
**10**

**REDUCED  
INEQUALITIES**



## Reduce inequality within and among countries.

### 10 REDUCED INEQUALITIES



Too much of the world's wealth is held by a very small group of people. This often leads to financial and social discrimination. In order for nations to flourish, equality and prosperity must be available to everyone – regardless of gender, race, religious beliefs, or economic status. When every individual is self-sufficient, the entire world prospers.

# 10



# 11 SUSTAINABLE CITIES AND COMMUNITIES



## Make cities and human settlements inclusive, safe, resilient, and sustainable.

### 11 SUSTAINABLE CITIES AND COMMUNITIES



The world's population is constantly increasing. To accommodate everyone, we need to build modern, sustainable cities. For all of us to survive and prosper, we need new, intelligent urban planning that creates safe, affordable, and resilient cities with green and culturally inspiring living conditions.



**12**

**RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION**



## Ensure sustainable consumption and production patterns.

**12** RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



Our planet has provided us with an abundance of natural resources. But we have not utilised them responsibly and currently consume far beyond what our planet can provide. We must learn how to use and produce in sustainable ways that will reverse the harm that we have inflicted on the planet.

# 13 CLIMATE ACTION



## Take urgent action to combat climate change and its impacts.

### 13 CLIMATE ACTION

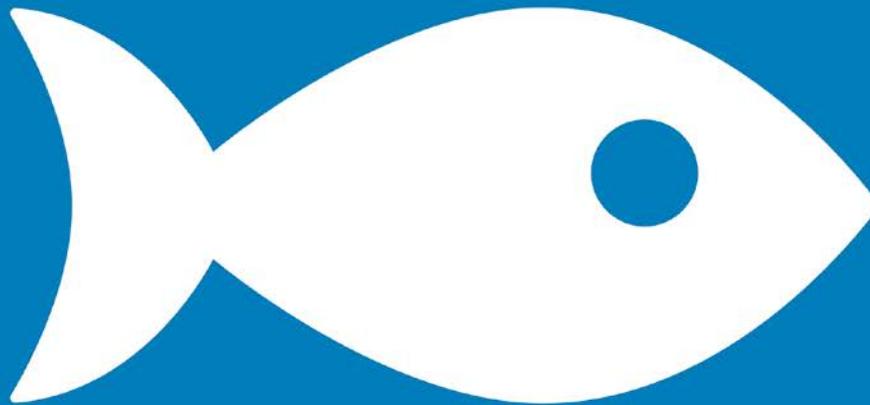


Climate change is a real and undeniable threat to our entire civilisation. The effects are already visible and will be catastrophic unless we act now. Through education, innovation, and adherence to our climate commitments, we can make the necessary changes to protect the planet. These changes also provide huge opportunities to modernise our infrastructure which will create new jobs and promote greater prosperity across the globe.

# 13

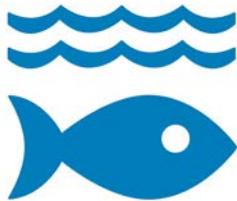


# 14 LIFE BELOW WATER



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

**14** LIFE  
BELOW WATER



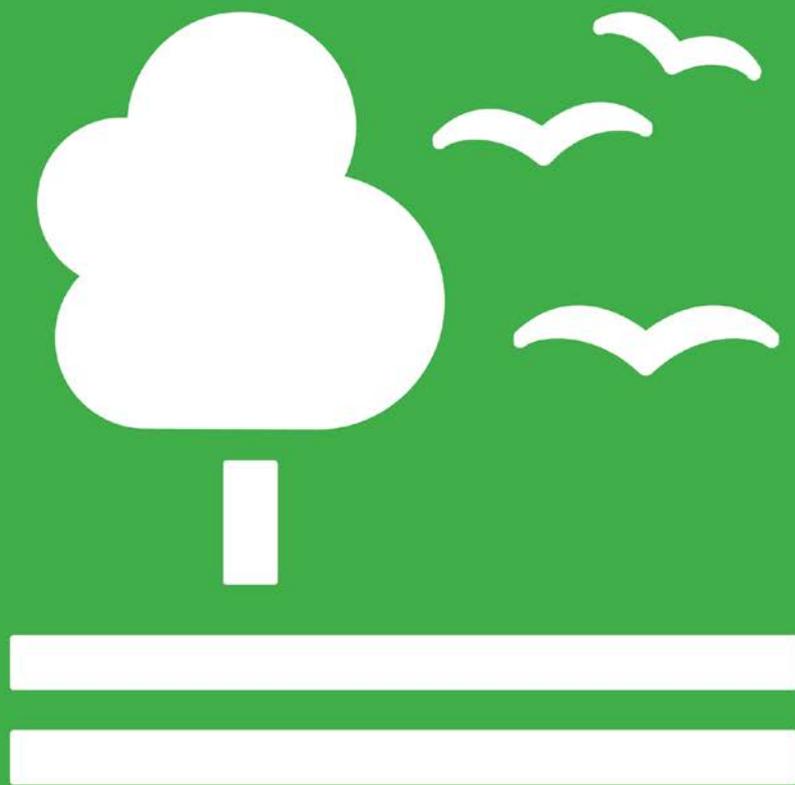
Healthy oceans and seas are essential to our existence. They cover 70 percent of our planet and we rely on them for food, energy and water. Yet, we have managed to do tremendous damage to these precious resources. We must protect them by eliminating pollution and overfishing and immediately start to responsibly manage and protect all marine life around the world.

**14**



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# 15 LIFE ON LAND



**15** LIFE  
ON LAND

# Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation, and halt biodiversity loss.

A flourishing life on land is the foundation for our life on this planet. We are all part of the planet's ecosystem and we have caused severe damage to it through deforestation, loss of natural habitats and land degradation. Promoting a sustainable use of our ecosystems and preserving biodiversity is not a cause. It is the key to our own survival.

# 15



# 16 PEACE, JUSTICE AND STRONG INSTITUTIONS



**16** PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS

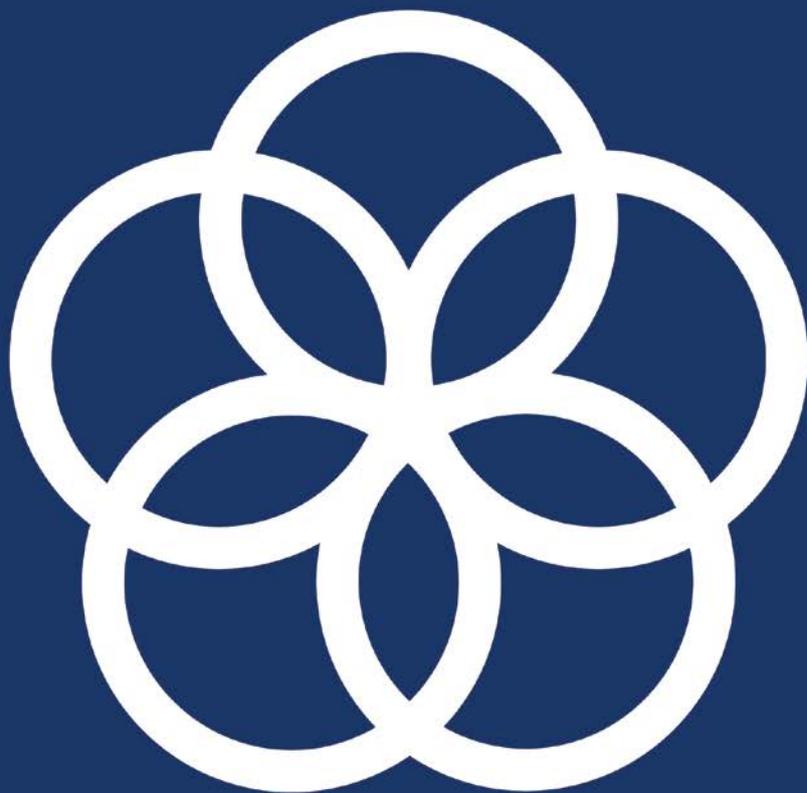
# Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.

Compassion and a strong moral compass is essential to every democratic society. Yet, persecution, injustice, and abuse still runs rampant and is tearing at the very fabric of civilization. We must ensure that we have strong institutions, global standards of justice, and a commitment to peace everywhere.

# 16



# 17 PARTNERSHIPS FOR THE GOALS



## Strengthen the means of implementation and revitalise the global partnership for sustainable development.

### 17 PARTNERSHIPS FOR THE GOALS



The Global Goals can only be met if we work together. International investments and support is needed to ensure innovative technological development, fair trade, and market access, especially for developing countries. To build a better world, we need to be supportive, empathetic, inventive, passionate, and above all, cooperative.

# 17



## 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.

- How can you describe people living in your community?

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- Does everyone have somewhere safe to sleep?

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- Can everyone access public transport?

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- Are all people treated equally in your community?

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- Can you see any rubbish on the ground?

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- Are there green spaces and parks available?

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- Do people look happy?

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- Do you think everyone has enough to eat?

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- Are all young people going to school?

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- How far do young people need to walk to get to school?

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- Are roads safe?

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- Can you see any bin for recycling waste?

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- Is it easy to access clean water?

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- What does your school do with leftover food?

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- Is there somewhere where you can play outdoor games with your friends?

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## 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.

### Scouts create a better world.

In your team, draw what you think a better world should look like. Then, list some of the actions and projects you take part in through Scouting to create a better world. Draw a line between the actions/projects and which SDGs they contribute to.



# What does a better world look like?

## The actions and projects that I do in Scouting to create a better world

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## The SDGs my actions contribute to:

<b>1</b> NO POVERTY  <input type="checkbox"/>	<b>2</b> ZERO HUNGER  <input type="checkbox"/>	<b>3</b> GOOD HEALTH AND WELL-BEING  <input type="checkbox"/>	<b>4</b> QUALITY EDUCATION  <input type="checkbox"/>
<b>5</b> GENDER EQUALITY  <input type="checkbox"/>	<b>6</b> CLEAN WATER AND SANITATION  <input type="checkbox"/>	<b>7</b> AFFORDABLE AND CLEAN ENERGY  <input type="checkbox"/>	<b>8</b> DECENT WORK AND ECONOMIC GROWTH  <input type="checkbox"/>
<b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE  <input type="checkbox"/>	<b>10</b> REDUCED INEQUALITIES  <input type="checkbox"/>	<b>11</b> SUSTAINABLE CITIES AND COMMUNITIES  <input type="checkbox"/>	<b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION  <input type="checkbox"/>
<b>13</b> CLIMATE ACTION  <input type="checkbox"/>	<b>14</b> LIFE BELOW WATER  <input type="checkbox"/>	<b>15</b> LIFE ON LAND  <input type="checkbox"/>	<b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS  <input type="checkbox"/>
<b>17</b> PARTNERSHIPS FOR THE GOALS  <input type="checkbox"/>			



## Activity sheet 1

# Happiness Island

**Goals:**

- Help the people on Happiness Island.
- Put all the group members on the same island.

**Resources:**

- Three “wooden planks”

**Rules:**

- They cannot talk.
- They cannot use their resources until the people of Hope Island have achieved goal 1.
- Only people from Hope Island can touch the balls or objects that represent food.
- Only the people from Happiness Island can handle the “wooden planks.”
- The resources and the people that touch the “water” will become a member of Hope Island.



## 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.

# Friendship Island

The biggest and most stable island which can accommodate everybody.

**Goals:**

- Put all the group members on their island.
- Solve as many challenges as possible on Activity Sheet 2.

**Resources:**

- Five challenges and six pencils

**Rules:**

- The islands cannot be moved.
- The resources and the people who touch the “water” will become a member of Hope Island.





# Hope Island

## Goals:

- Put all the group members on their island.
- Solve as many challenges as possible on Activity Sheet 2.

## Resources:

- Five challenges and six pencils

## Rules:

- The islands cannot be moved.
- The resources and the people who touch the “water” will become a member of Hope Island.

**The main goal for each team is to gather all the members of the three islands on the Friendship Island.**

**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:**

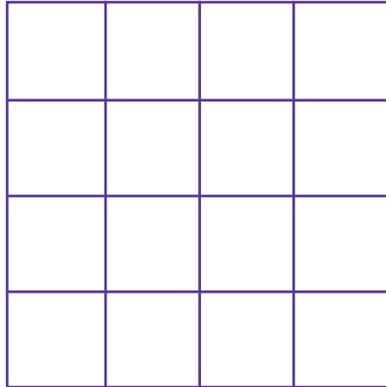
- How did each island help the others out?
- What was the purpose of Friendship Island?
- What was it like to be part of this island? Was there a best/worst island to live on?
- Which skills did you put into practice here that you can apply in creating a project for your community?



## Activity sheet 2

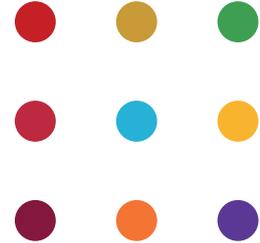
### Challenge 1

Count the number of squares:



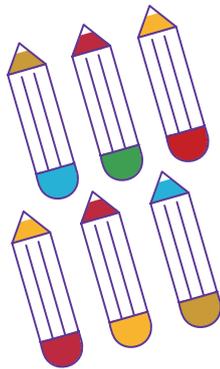
### Challenge 2

- Connect all the dots with only four lines
- While drawing, the pencil cannot leave the paper.



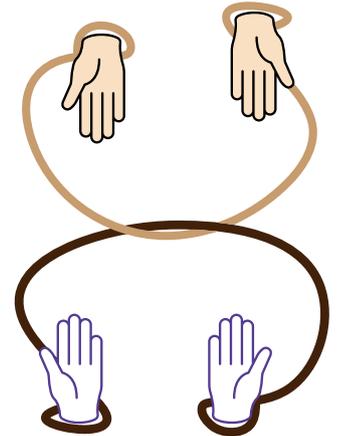
### Challenge 3

- Build four different triangles using six pencils
- The pencils cannot be crossed



### Challenge 4

- Two members of the team are tied with the rope and they have to try to untie themselves without cutting the rope, hands, arms, or heads, or untying the knots.





## Challenge 5

### Goal:

Combine the time of the four artists in a way that all of them cross the bridge in 17 minutes so that the amazing concert can start without any delay.

- A famous band is giving an amazing concert that will begin in 17 minutes.
- The stage is on the other side of a cliff which has only one connecting bridge.
- The bridge only allows two persons to cross at the same time.
- It is dark and every time someone crosses the bridge they need to carry a torch light to see the path.
- The group only has one torch light that must be transported by hand and can't be thrown away.

The time of the crossing of two people is defined by the crossing time of the slowest according to this information:

Singer: one minute,

Drummer: two minutes,

Guitarist: five minutes,

Bass Player: ten minutes

(e.g. Singer + Bass Player = ten minutes)

Note that you will also need to allocate time for the return trip.



# Scouts can create positive change in their communities. Fill in the six steps to get started.

## 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.

What is the problem?

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.....  
.....  
.....

Which SDGs is it connected to?



What is causing the problem?

.....  
.....  
.....

What is our idea?

.....  
.....  
.....



**Who can help us? Who is already working on this issue?**

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**What will it look like when the problem is solved?**

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**How do we tell if our plan is working?**

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**What is the first step we are going to take and when?**

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