

# An Introduction to the Sustainable Development Goals

Including the Global Goals in your work on  
Learning for Sustainability



# About our Climate Action Schools programmes



**Eco-Schools** is an international initiative designed to encourage whole-school community action on Learning for Sustainability. It is an environmental management tool, a learning resource and a recognised award scheme which empowers children and young people to take action towards an economically, socially and environmentally just world.



**Young Reporters for the Environment (YRE)** is an environmental journalism competition that gives young people the opportunity to speak on environmental issues through writing, photography, and videos. Suitable for youth groups, photography clubs or yearbook groups, Eco-Committees and uniform groups like Scouts or Guides.



**Learning About Forests (LEAF)** is programme that advocates outdoor learning and hands-on experiences, resulting in pupils gaining a deeper and more involved understanding of the natural world. The LEAF programme rests on the belief that children need to experience nature both for themselves and for society as a whole. With more than half the world's population living in urban areas, the need to connect with nature is even more important.



Keep Scotland Beautiful is a member organisation of the **Foundation for Environmental Education (FEE)** delivering Eco-Schools, LEAF and Young Reporters for the Environment programmes in Scotland. Formed in 1981, FEE is a non-governmental, non-profit organisation promoting sustainable development through environmental education. FEE's mission is to engage and empower people through education in collaboration with members and partners worldwide.



# Introducing the Sustainable Development Goals

Through our Climate Action Schools programmes and activities, we would like to invite you to join with the rest of the world in working towards achieving the 17 Sustainable Development Goals by 2030 and we know that young people in Scottish schools can help this happen!

This guide will help you to understand what the goals are about. Whilst we have expanded on each goal to explain the action points for each one, they are not set out as a list of targets. Schools should read them as giving the flavour of the overall objective of the goal. The question for each school is, “What contribution can we make?”

## Who decided on the goals?

In 2000 the UN agreed eight Millennium Development Goals with the aim to work towards tackling issues of the time: extreme poverty, education, gender equality, child mortality, maternal health, AIDS /HIV and other diseases, environmental issues and global partnerships.

Some of the Millennium Development Goals were met, like the goal to halve the proportion of people living on less than \$1 a day but to eradicate extreme poverty and hunger is far from being achieved. 800 million people still live in extreme poverty! Therefore, new goals were set.

In 2015 after consulting millions of people and organisations across the world the final decision about what the goals would be was made by the governments of the United Nations.

## Why are the goals important?

The goals aim to end poverty, protect the planet and try to make sure that everyone around the world is living comfortably. All very important and worthwhile goals to work towards! Each goal has specific targets for governments to achieve by 2030. In schools, we can help to support the meeting of these targets.

## How can you play your part in achieving these goals?

In your school we know you already do lots of excellent work to make the world clean, green and more sustainable! We are going to ask you match your hard work to the Sustainable Development Goals so you will be able to record your progress in helping achieve these Goals.

## What shall we do now?

Explore the Sustainable Development Goals in the rest of this document. You will find lots of additional information about each goal, along with possible learning activities, curricular links and additional resources.

Decide which goal most suits the work you will be doing in your school and think about how your work locally links to what is being done globally.





## Goal 1: No Poverty

- End extreme poverty for all people everywhere.
- Reduce the number of people living in poverty by at least 50%
- Make sure everyone has use of basic services and technology.
- Help the poor so they are able to cope better with climate-related extreme events like floods, hurricanes, droughts etc.
- Make sure the people in charge of countries make it easy for people to know where and how to find help if they need it.

### Possible Learning Activities

- Discuss what the word 'poverty' means, sensitively examining poverty within the school's own community and across the world.
- Invite local charities into school who work with people living in poverty to learn more about why people need help and what can be done to help.
- Write an assembly/poster/lesson to educate others in the school about local /global poverty issues.
- Prepare and deliver an assembly on key issues of poverty in Scotland or worldwide.
- Explore events and projects in the local community that make a positive difference and get involved in supporting them.
- Explore the difference between needs and wants discussing how and why these may differ from country to country.
- Research natural disasters and examine the impact they can have on poorer people in these countries.
- Create a fundraising or awareness raising campaign to help local or global charities tackle issues of poverty (perhaps hold a coffee morning, fashion show, talent show etc. to either raise money or awareness for chosen charity)
- Study how different countries respond to natural disasters looking at why and how these responses differ.
- Discuss what basic services and technologies people should be able to access. Explore why these services and technologies are necessary and the impact when they are not available.

## Curricular Links

### Social Studies

I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. **SOC 2-07b**

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**

I can contribute to a discussion of the difference between my needs and wants and those of others around me. **SOC 1-16a**

I can explain how the needs of a group in my local community are supported. **SOC 2-16a**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**

Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. **SOC 2-20a**

When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses can help to satisfy needs. **SOC 3-20a**

## Resources

[Goal 1: No Poverty](#): details of all targets under Goal 1

[World's Largest Lesson](#): teaching resources including posters and stories.

[The social impact of fashion](#): A lesson on the impacts of discarded and donated clothing, with The OR Foundation. This lesson is delivered from Ghana, the top importer of unwanted and second-hand clothing in the world and examines the impact that our unused clothing is having on people and environment.

[BBC News - What Children Think and Feel About Growing Up Poor](#): Four young people explain what it is like growing up when a family has little money.



## Goal 2: Zero Hunger

- End hunger for all. Ensure everyone can get enough healthy food to eat all year round.
- Stop people getting seriously ill from eating the wrong kind or not enough food.
- Double how much food small scale food producers make, especially women, family farmers, and people who earn money looking after herds of animals, fishermen and women.

- Make sure we keep a wide variety of plants and animals on the earth by making use of scientific and traditional knowledge of plants and animals.
- Increase the amount of money spent on farming technology.

### Possible Learning Activities

- Contact local supermarkets. Many of the large supermarkets have teaching resources on sustainable, local and seasonal food and offer visits to schools to share resources and cook with pupils.
- Explore healthy living with pupils looking at food journeys and examining what we eat in Scotland and where our food comes from
- Invite in local food producers to speak to your class.
- Learn about the causes and effects of malnutrition.
- Supermarket Scavenge: contact local supermarkets and ask to visit so pupils can explore products for sale locally. How many products are produced in the local area? Why do food miles matter?
- Source, taste and cook with seasonal Scottish products exploring the benefits for consumers, farmers and the environment.
- Alternative food sources- Invite pupils to think about how they would react if food was in short supply would they try things they would not normally try? Maybe even some bugs for protein?
- Host a One Planet Picnic.
- Explore food marketing. Pupils create marketing campaigns to promote the eating of local products, sustainable food choices and maybe even the eating of bugs!
- Explore advances in technology surrounding food production and the impact this has had on not only what we eat but the cost and quality of the food we eat.
- Watch the film FOOD, INC. In the film how 'You can change the world with every bite' is explored. After watching the film discuss how food in our modern world is produced and how this production is affecting our health, farmers' and workers' rights, animal welfare and the environment as a whole.

## Curricular Links

### Sciences

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. [SCN 1-02a](#)

By investigating the life cycles of plants and animals, I can recognise the different stages of their development. [SCN 2-14a](#)

### Social Studies

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. [SOC 3-16a](#)

I can consider ways of looking after my school or community and can encourage others to care for their environment. [SOC 1-08](#)

I have developed an understanding of the importance of local organisations in providing for the needs of my local community. [SOC 1-20a](#)

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. [SOC 2-08a](#)

### Religious and Moral Education

I can show my understanding of values such as caring, sharing, fairness, equality and love. [RME 1-09b](#)

I can share my developing views about values such as fairness and equality and loving, caring, sharing and human rights. [RME 2-05b](#)

I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. [RME 2-09c](#)

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. [RME 3-05b](#)

### Health and Wellbeing

When preparing and cooking a variety of foods, I am aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. [HWB 1-35a](#)

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. [HWB 2-13a](#)

Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. [HWB 2-34a](#)



## Health and Wellbeing

Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. **HWB 2-34a**

Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's' health. **HWB 3-34a/HWB 4-34a**

When preparing and cooking a variety of foods, I am aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. **HWB 2-35a**

## Resources

[Goal 2: Zero Hunger](#): details of all targets under Goal 2

[World's Largest Lesson](#): teaching resources including stories and comics.

[One Planet Picnic](#): Host a picnic that is good for you and good for the environment.

[FOOD, inc. Creative Inquiry](#): This film considers how food in our modern world is produced and how it is affecting our health, workers' rights, animal welfare and the environment as a whole. There are ideas in this creative inquiry to stimulate discussion before, or during, or after the film.

[Local Wild Food Creative Inquiry](#): Explore your local area mapping wild foods, discovering Scotland's natural larder and trying a taste of the wild.

[Scotland's Local Food Stories](#): Scotland grows lots of different kinds of food, all with different names, characters, tastes, and tales.

[Thinking About Food](#): Get pupils thinking differently about the food that they eat.

[Zero Hunger Scenario](#): Lesson plans on Goal 2 from Foundation for Environmental Education.

[The School is the Menu](#): Create a signature dish inspired by your school and everyone in it

## 3 GOOD HEALTH AND WELL-BEING



# Goal 3: Good Health & Well-Being

- Reduce the number of mothers who die during childbirth (especially in developing countries.)
  - Stop babies and young children dying when things can be done to help them (access to medicine, healthcare etc.)
  - End the spread of diseases that can kill people - AIDS, malaria, tropical diseases and diseases carried in water.
  - Promote mental health and wellbeing.
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- Help prevent people becoming addicted to drugs and alcohol and improve treatment for those addicted to harmful substances (drugs and alcohol.)
  - By 2020 halve the number of deaths from road traffic accidents.
  - Make sure everyone is informed about and has access to family planning services.
  - Make sure everyone who needs medical treatment can get it.
  - Reduce the number of deaths from chemicals in the air, water and soil.
  - Make sure all countries have good education and controls on smoking.
  - Help all countries to act on early warning signs when there are global health risks

## Possible Learning Activities

- Look at the vaccinations children receive in Scotland. Explore how these help to keep children healthy. Compare and contrast this to a country where these vaccinations are not routinely given looking at reason why and the possible consequences of this.
- Learn about diseases and how they spread. Have a look at how vaccines eliminated Smallpox in a rare demonstration of global unity.
- Explore what mental health is and look at how pupils can look after their own mental health to contribute to their general well-being.
- Discuss the physical and mental effects of drugs and alcohol on the body. Examine the consequences of alcohol and drugs misuse on people's lives.
- Sign up to the Junior Road Safety Officer Programme (JRSO) so pupils can take the lead in highlighting road safety issues in their local area.
- Investigate how hazardous chemicals get into the air, water and soil and how we can protect ourselves against the damaging effects.
- Pupils can write/perform/present an informative assembly on smoking presenting their peers with the facts about smoking and the possible risks to health.
- Examine a local or global topical health issue. Explore how the issue was dealt with and the impact it has on people and place considering if anything could have been done to prevent the issue or treat it more effectively. Some examples might be: Covid19, Cholera, or H1N1.

## Curricular Links

### Health & Wellbeing

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and if this happens there is support available. **HWB 1-06a/HWB 2-06a/HWB3-06a**

I know that there are some medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing. **HWB 1-38a**

I understand the effect that a range of substances including tobacco and alcohol can have on the body. **HWB 2-38a**

I understand the positive effects that some substances can have on the mind and the body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances. **HWB 3-38a/ HWB4-38a**

I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health. **HWB 3-41b/HWB 4-41b**

### Social Studies

Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses. **SOC 3-19a**

#### Resources:

[Goal 3: Good Health & Wellbeing](#): details of all targets under Goal 3

[World's Largest Lesson](#): teaching resources including stories and comics.

[OPAL Air Quality Surveys](#): Two activities with resources to measure air quality in your local area and discover how the natural environment is affected by air pollution.

[The Impact of Vapes & Cigarettes](#): This lesson untangles facts from myths on the different impacts that e-cigarettes and vapes have on our health and environment, and how can we support people to move away from consuming them. Featuring guests from ASH Scotland.

[Wellbeing: A Special Space - First Level](#): This resource from Keep Wales Tidy gives children the opportunity to spend time in nature, taking in their surroundings and finding their own special space.

[Wellbeing: Barefoot Walking - Ages 9-11](#): A wonderful sensory activity from Keep Wales Tidy, allowing children to feel textures and temperature using their feet.

[5 4 3 2 1](#): A quick and easy way for pupils to connect to nature with all their senses. It is paired with a reflection activity to reinforce outdoor experiences.



## Goal 4: Quality Education

- Make sure all boys and girls have free and equal access to good quality education in both primary and secondary school.
- Make sure all boys and girls have good quality early years care so they are ready for school life.
- Make sure all young people can follow their dreams by having different options for what they can do when they leave school.

- Increase the number of men and women around the world who can read and write.
- Make sure all learners know about sustainable development issues such as human rights, gender equality, promotion of peace, global citizenship and the benefits of cultural diversity.
- Make more scholarships available for developing countries.
- Increase the number of qualified teachers especially in the least developed countries and small islands.

### Possible Learning Activities

- Read about how people are educated across the globe: comparing and contrasting education systems.
- Explore why education is significant in helping to improve people's quality of life. Expand this conversation by looking at Article 28 of the UNCRC Rights of the Child, which lists access to education as a human right along with food and shelter.
- Investigate factors that might prevent young people following their dreams when they leave secondary education.
- Compare and contrast the daily life and education of a pupil in Scotland with a pupil in a developing country.
- Ask pupils to reflect on and define what a 'quality education' means to them.
- Reflect upon cultural diversity within your own school community considering the benefits this brings to your community. Celebrate both the similarities and differences between different cultures.
- Discuss topical issues involving human rights, gender equality, promotion of peace and non-violence, global citizenship and cultural diversity.



## Curricular Links

### Health and Wellbeing

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 1-10a/HWB 2-10a/HWB 3-10a/HWB 4-10a**

### Social Studies

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**

I can explain how the needs of a group in my local community are supported. **SOC 2-16a**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

### Religious and Moral Education

I can show my understanding of values such as caring, sharing, fairness, equality and love. **RME 1-09b**

I can share my developing views about values such as fairness and equality and loving, caring, sharing and human rights. **RME 2-05b**

### Resources

[Goal 4: Quality Education](#): details of all targets under Goal 4

[World's Largest Lesson](#): teaching resources including stories and comics.

[UNICEF - Girls' Education and Gender Equality](#): UNICEF works with communities, Governments and partners to remove barriers to girls' education and promote gender equality in education – even in the most challenging settings.

[IDEAS - Signposts for Global Citizenship](#): Practical resources to support active and participatory learning on global issues

[UNESCO – International Literacy Day](#): A day to remind policy-makers, practitioners, and the public of the critical importance of literacy for creating a more literate, just, peaceful, and sustainable society.

[UNICEF - Rights Respecting Schools Teaching Resources](#): physical and digital teaching resources, forms and documents to use while working on the Award, and the OutRight campaign.



## Goal 5: Gender Equality

- Stop discrimination against all women and girls.
  - Stop all violence against women.
  - Stop all harmful practices against women such as child marriage and FGM
  - Recognise and value unpaid care and domestic work.
  - Allow women equal opportunities to be leaders.
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- All women should have access to healthcare.
  - Use technology to help empower women.
  - Make sure governments have laws to make sure women and girls have the same rights as boys and men.

### Possible learning Activities

- Explore what equality means to pupils in your school.
- Investigate different forms of discrimination looking at why and how people are discriminated against.
- Discuss why there might be inequality between boys and girls and what can be done about it.
- Debate: There is equality between boys and girls in my school.
- Create fact files on successful female leaders around the world.
- Read about the laws that we have in the UK to ensure gender equality.
- Compare and contrast with other countries.
- Examine factors that might contribute to gender inequalities and explore ways these can be overcome.

## Curricular Links

### Health and Wellbeing

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 1-10a/HWB 2-10a/HWB 3-10a/HWB 4-10a**

### Social Studies

I can explain how the needs of a group in my local community are supported. **SOC 2-16a**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**

### Religious and Moral Education

I can show my understanding of values such as caring, sharing, fairness, equality and love. **RME 1-09b**

I can share my developing views about values such as fairness and equality and loving, caring, sharing and human rights. **RME 2-05b**

### Resources

[Goal 5: Gender Equality](#): details of all targets under Goal 5

[The World's Largest Lesson](#): teaching resources including animations and posters.

[Scottish Government - One Scotland](#): Scotland believes in equality for all. No one should be denied opportunities because of age, disability, gender, gender identity, race, religion or belief, or sexual orientation.

[UNICEF - Gender Equality](#): UNICEF builds partnerships across the world to accelerate gender equality.

[Educate A Child – Gender](#): Educate A Child (EAC) supports the hardest-to-reach out of school children (OOSC) around the world facing barriers to education including poverty, discrimination, conflict, challenging geographies and climate change.



## Goal 6: Clean Water & Sanitation

- Make sure everyone has access to safe and affordable drinking water.
  - Ensure everyone has access to sanitation.
  - Improve water quality by reducing pollution and stopping dumping.
  - Protect and restore water related ecosystems, including mountains, forests, wetlands and lakes.
  - Get local communities involved in improving water and sanitation.
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- Make sure all countries work together to ensure clean water supply and good sanitation around the world.

### Possible Learning Activities

- Investigate the importance of water to ensure general health and wellbeing.
- Invite in a local charity working in a country where there is a limited water supply. Explore the impact this has on daily life.
- Research the link between poor sanitation and the spread of disease. Look at countries where poor sanitation has impacted on the health of its people.
- Test water quality in your local area –invite in Scottish water to explain how water companies in Scotland ensure water quality.
- Pupils can create a model of an ecosystem of their choosing perhaps mountains, forests, wetlands or lake lands and share their acquired knowledge about their particular ecosystem with their peers.
- Investigate how litter and pollution can make its way from the streets of your community to the sea through storm drains, lochs and rivers.
- Try [building a water filter](#) with our instructions. Discuss how this happens in nature.
- Investigate how much water it takes to manufacture some everyday items. Try to audit how much water is consumed in your typical morning routine.
- Examine the link between clean water and energy consumption. Discuss why it's important to conserve water even in Scotland with our high rainfall.



## Curricular Links

### Sciences

I have investigated different water sample from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water. **SCN 2-18a**

I can monitor the environment by collecting and analysing samples. I can interpret the results to inform others about levels of pollution and express a considered opinion on how science can help to protect our environment. **SCN 4-18a**

### Social Studies

I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

### Resources

[Goal 6: Clean Water & Sanitation](#): details of all targets under Goal 6

[The World's Largest Lesson](#): teaching resources including comics and posters.

[United Nations - UN Water](#): UN-Water's role is to ensure that the United Nations 'delivers as one' in response to water-related challenges.

[Water Live Lesson](#): This lesson examines the links connecting every molecule of water that can be found on Earth and inside every living being.

[Scottish Water – Education](#): Education resources from Scottish Water

[Just One Piece of Paper](#): This activity shows pupils how much water is needed to produce one sheet of paper.

[Marine Conservation Society – Marine Litter](#): Litter in our seas can cause harm to all forms of animals, from tiny plankton to giant whales. These resources will help students explore the impacts of litter on marine life.

[Marine Conservation Society – The Unflushables](#): What we flush down the loo can make its way to our beaches and ocean, harming animals and making our beaches look unpleasant. Find out how to take simple steps in your bathroom to help the ocean.

[OPAL - Water Quality Survey](#): The aim of the OPAL Water Survey was to provide a national 'snap-shot' assessment of water quality for as many lakes and ponds across the UK as possible, and, in doing so, to improve education and awareness of aquatic environments.



## Goal 7: Affordable & Clean Energy

- Make sure everyone has access to affordable, reliable and modern energy services.
- Increase the amount of renewable energy used around the world.
- Make sure all countries work together to improve energy use around the world.
- Upgrade technology so it is easy for everyone to access energy.

### Possible Learning Activities

- Identify different non renewable energy sources doing practical activities to gain an understanding of how energy is transferred.
- Keep an energy diary at home for a week noting down everything that uses energy. Evaluate results with class to identify actions and behaviour changes necessary to reduce energy waste within the home/school.
- Explore the benefits of renewable energy and the impact on everyday life in a country with limited access to electricity.
- Watch advantages/disadvantages of renewable energy clips and express informed opinion on the issues surrounding energy. Present and justify opinion to class.
- Analyse a current topical science story relating to energy and present information to peers using multimedia tools.
- Have a challenge for each class to conserve as much energy as they can for a week, a month or a term. Assign pupils to check that lights and smartboards are switched off when they are not in use. Award a trophy to the most energy aware class.
- Try to carry out a lesson or a school day without using electricity. How did people do laundry, cook meals and do work before electricity?
- Learn how can solar energy help children do their homework when electricity is scarce. What health issues can arise when sources of clean energy are difficult to find?
- Try building [building a solar oven](#) and learn how they can help with fuel shortages in developing countries.

## Curricular Links

### Sciences

By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. [SCN 2-04a](#)

By investigating renewable energy resources and taking part in practical activities to harness them I can discuss their benefits and potential problems. [SCN 3-04 b](#)

Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. [SCN 2-04b](#)

Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications. [SCN 3-20b](#)

### Technologies

Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. [TCH 2-02a](#)

From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies. [TCH 3-02a](#)

I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland and beyond. [TCH 2-02b](#)

## Resources

[Goal 7: Affordable & Clean Energy](#): details of all targets under Goal 7

[The World's Largest Lesson](#): teaching resources including comics and posters.

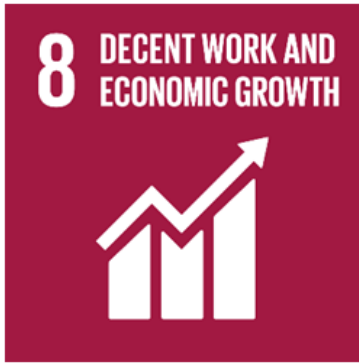
[Earth Hour Pledge](#): What will you do for an hour without electricity?

[Energy Savers Activity](#): If we could all reduce our energy usage we could significantly reduce our carbon emissions.

[Energy Source Game](#): Learn about the pros and cons of different sources of energy and heat.

[Build a Solar Oven](#): Learn about how solar ovens can help with fuel shortages in developing countries.

[Sunny Schools](#): Lesson plans on climate justice and solar lighting from SolarAid and Keep Scotland Beautiful.



## Goal 8: Decent Work & Economic Growth

- Promote opportunities for creative and innovative jobs.
- Make sure by 2030 there is full and productive work for all including young people and people with disabilities.
- End forced labour and child labour.
- Increase the number of youth in employment.
- Improve opportunities for young people through training, employment and education.
- Make sure everyone has safe and secure working environments.

### Possible Learning Activities

- Set a design challenge encouraging pupils to use their enterprise skills to create an innovative design- perhaps asking pupils to reuse materials that are usually discarded.
- Invite in parents who have creative and innovative jobs to share with pupils what they do in their job and how they followed that career path.
- Barriers to work- research possible barriers to people being fully productive at work and how these can be overcome.
- Analyse the possible challenges for disabled young people in the workplace. Identify how these challenges can be overcome.
- Investigate suitable jobs for young people – analyse the kinds of jobs young people do around the globe examining how appropriate they are and the reasons why they are done.
- Explore forced and child labour across the globe.
- Expose pupils to a large number of different jobs so they begin to think about what kind of career they might be interested in and the necessary skills and qualifications that would be needed to do the job.
- Discuss who is responsible for ensuring a safe and secure working environment.
- Have a look at the concept of craftivism.



## Curricular Links

### Social Studies

By experiencing the setting up and running of business, I can collaborate in making choices relating to different roles and responsibilities and have evaluated its success. **SOC 2-22a**

When participating in an enterprise activity I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. **SOC 3-20a**

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**

I can explain how the needs of a group in my local community are supported. **SOC 2-16a**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

### Religious and Moral Education

I can share my developing views about values such as fairness and equality and loving, caring, sharing and human rights. **RME 2-05b**

### Resources

[Goal 8: Decent Work & Economic Growth](#): details of all targets under Goal 8

[The World's Largest Lesson](#): teaching resources including comics and posters.

[Developing the Young Workforce](#): DYW connects employers with education so that young people develop the skills needed for the workplace.

[My World of Work](#): Explore roles, develop your skills and get the right job for you.

[Craftivism Activity](#): Make an artwork inspired by the work of Scottish Artist Paul Bartlett.



## Goal 9: Industry, Innovation & Infrastructure

- Provide funding and technical support to help developing countries with buildings, roads and power supplies.
  - Make sure people can learn about technologies in their own countries.
  - Increase access to the internet and try to make sure all people around the world can afford to use it.
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- Develop good quality, reliable and sustainable buildings, roads and power supplies making sure they are affordable and can be reached by all people in every country.
  - Encourage the manufacturing of goods, particularly in developing countries.
  - Increase the number of small industries and support small enterprises.
  - Make sure buildings are sustainable and kind to the environment.
  - Improve scientific research in industry in all countries.

### Possible Learning Activities

- Ask pupils to design a sustainable school.
- Investigate the possible challenges for developing countries that are reliant on farming as their sole source of income.
- Challenge pupils to set up a sustainable enterprise activity exploring how businesses are run and the factors that result in a successful business.
- Invite in your local authority's Energy Advisor to help pupils understand what a sustainable building is.
- Pupils choose a developing country and explore why reliable buildings, roads and power supplies are essential in their development.
- Look into internet access in Scotland. Compare and contrast it to other countries in the world.
- Examine what effect poor internet access can have on education, work and healthcare.

## Curricular Links

### Social Studies

I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. **SOC 2-13a**

### Technologies

Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-02a**

From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies. **TCH 3-02a**

### Resources

[Goal 9: Industry, Innovation & Infrastructure](#): details of all targets under Goal 9

[The World's Largest Lesson](#): teaching resources including comics and posters.

[Architecture & Design Scotland: Climate Ready School Grounds](#): How we can work together to help school grounds in Scotland tackle the climate emergency.

[Place Standard Tool](#): A simple framework to structure conversations about place. This tool allows you to think about the physical elements of a place (buildings, spaces, and transport links) as well as the social aspects (whether people feel they have a say in decision making).

[My Invention That Will Save the Planet](#): Design an invention that will solve an environmental issue.

[Build An Eco House](#): In this Sunny Schools unit, children learn about eco-friendly houses and different materials.

[Build a Solar Oven](#): Learn about how solar ovens can help with fuel shortages in developing countries.



## Goal 10: Reduced Inequalities

- Make sure by 2030 the people currently earning the least in the world are earning more.
  - Empower and promote the social, economic and political inclusion of **all** people. It does not matter what age, sex, race or disability a person has everyone should be supported and equal.
  - Make sure laws and policies give everyone an equal say.
- All countries should have a chance to decide on global issues.
  - Make sure the movement of people from country to country is safe. Help developing countries get the support they need.

### Possible Learning Activities

- Compare and contrast average wages in Scotland with those in developing countries. Why are they different? Is it Fair?
- Look at minimum wage in Scotland, why it was introduced etc. Explore what equality is and how laws try to insure equality for all.
- Investigate if all countries have an equal say in global issues exploring why some countries might have more of a say than others.
- Investigate what global organisations there are that help all countries have their say. Discuss how the Sustainable Development Goals came about their aims.
- Learn about what the United Nations does and how it works.
- Examine the concept of climate justice: aiming to reduce emissions in a way that creates a fairer, more just and more equal world.

## Curricular Links

### Health and Wellbeing

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 1-10a/HWB 2-10a/HWB 3-10a/HWB 4-10a**

### Social Studies

I can explain how the needs of a group in my local community are supported. **SOC 2-16a**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**

### Religious and Moral Education

I can show my understanding of values such as caring, sharing, fairness, equality and love. **RME 1-09b**

I can share my developing views about values such as fairness and equality and loving, caring, sharing and human rights. **RME 2-05b**

### Resources

[Goal 10: Reduced Inequalities](#): details of all targets under Goal 10

[The World's Largest Lesson](#): teaching resources including comics and posters.

[Scottish Government - One Scotland](#): Scotland believes in equality for all. No one should be denied opportunities because of age, disability, gender, gender identity, race, religion or belief, or sexual orientation.

[Global Voices](#): This Live Lesson is an invitation to explore the immense capacities of kindness, caring and positive action moved by hope that humans have, despite all the negative messages that we constantly hear.

[Children's Rights Activity](#): Meet Adline who lives in Haiti and learn about your rights.

[Story: The Suitcase](#): Children's author and illustrator Chris Naylor-Ballesteros reads his wonderful book 'The Suitcase', inviting pupils to explore empathy through a simple but effective activity.



## Goal 11: Sustainable Cities & Communities

- All people should have safe and affordable housing and basic services.
  - Everyone should have access to safe, affordable and sustainable transport.
  - Improve road safety and expand public transport particularly for women, children, disabled people and the elderly.
  - Protect and look after cultures and natural heritage around the world.
- Reduce the number of deaths caused by disasters focusing on looking after the poor and those who particularly need help and support.
  - Improve air quality and the management of waste.
  - Make sure everyone can access safe, green public spaces.
  - Ensure good links between planners in the city and those in rural areas.
  - Support least developed countries by giving money and technical support to help them build

### Possible Learning Activities

- Investigate the different kinds of housing across the world looking at what makes a house safe and the basic services that we need to live a reasonable life.
- Investigate sustainable transport in Scotland and around the world. Does your community have good access to public transport? If not, how could it be better?
- Invite in the community police to talk to pupils about road safety.
- Draw a map of land use in the local area.
- Look at recent natural disasters and the impact that they have on buildings in least developed countries analysing the impact on people and place.
- Find out how Scottish communities can be more resilient in the face of the effects of climate change.
- What is a Low Emissions Zone and how will it help fight climate change? Discuss the pros and cons of Low Emissions Zones.
- Design your idea of a sustainable city. What features would it have?
- Investigate how climate change is affecting historic buildings in your community and the preservation work being done to protect them. Why is this preservation important?



## Curricular Links

### Social Studies

By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. **SOC 1-11a**

I can compare the social and economic differences between more and less economically – developed countries and can discuss the possibilities for reducing these differences. **SOC 3-11a**

Having explored the landscape of my local area, I can describe the various ways in which land has been used. **SOC 1-13a**

I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. **SOC 2-13a**

By comparing settlement and economic activity in two contrasting landscapes, I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others. **SOC 3-13a**

Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. **SOC 2-09a**

### Resources

[Goal 11: Sustainable Cities & Communities](#): details of all targets under Goal 11

[The World's Largest Lesson](#): teaching resources including comics and posters.

[Education Scotland - Community Resilience](#): Find out about community resilience as a context for learning within Curriculum for Excellence

[Sustainable Scotland Network](#): Scotland's public sector network on sustainability and climate change supporting over 600 members across public bodies in Scotland on their journey to net zero.

[A Brief History of Plastic](#): A look into the history of how, when and why this material ushered in the plastics century.

[Map Your Journey](#): How big is your footprint? Challenge yourself to reduce your footprint by changing the way you travel.

[Traffic Survey](#): Find out how much traffic passes your school. Useful when campaigning for air quality improvements or road safety.

[Transport Live Lessons](#): Sessions about our local environment, Transport and Health & Wellbeing.



## Goal 12: Responsible Consumption & Production

- Make sure everyone makes good use of natural resources.
  - Halve global food waste by 2030.
  - Make sure chemicals are used safely to protect human health and the environment.
  - Decrease the amount of waste we produce through reducing, reusing and recycling.
- 
- Encourage companies to be sustainable.
  - Make sure national policies support sustainable approaches.
  - Educate people so they know how to live in harmony with nature.
  - Support developing countries to move to more sustainable consumption and production.
  - Monitor how sustainable tourism can create jobs and promote local cultures and products.

### Possible Learning Activities

- Ask pupils to monitor food waste in their own homes. How could food waste be reduced in their homes/in school/in people's place of work?
- Ask pupils to plan a week of shopping /meals with the aim to have zero food waste. Explore different farming methods. How can chemicals affect our health and environment? Invite in local organic farmers to discuss how they operate without chemicals.
- Visit a local recycling centre to see what happens to materials we recycle.
- Upcycling challenge- challenge pupils to upcycle an item they own and set up an upcycled stall.
- Invite in a local company to talk to pupils about sustainable choices in business.
- Ask pupils to plan an event in school that will teach people how to live in harmony with the environment. Invite in local environmental groups to help!
- Look into different types of sustainable tourism. Explore what kind of jobs it creates and how it can promote local cultures and products. Have a look at the Green Key programme for hotels.

## Curricular Links

### Social Studies

I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**

I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

### Religious and Moral Education

I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. **RME 2-09c**

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**

### Health and Wellbeing

When preparing and cooking a variety of foods, I am aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. **HWB 1-35a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a**

### Resources

[Goal 12 Sustainable Production & Consumption](#): details of all targets under Goal 12

[The World's Largest Lesson](#): teaching resources including comics and posters.

[The Circular Economy](#): This lesson covers the difference between the linear economy and the circular economy we should be moving towards, specifically using the example of fashion.

[Doughnut Economics](#): Learn about Doughnut Economics and how to stay within planetary boundaries.

[Fast Fashion](#): Explore your relationship with fashion.

[Too Much Stuff](#): Author Emily Gravett reads her book 'Too Much Stuff' and discusses our relationship with things and the impact that our love for stuff can have on the planet.



## Goal 13: Climate Action

- Support countries so they are more able to cope with climate related hazards and natural disasters.
- Improve education on climate change.
- Make sure planning for climate change is effective.
- Make sure developed countries fulfil the promises they made to help developing countries in The United Nations Framework Convention on Climate Change.

### Possible Learning Activities

- Identify and discuss causes and effects of climate change.
- Examine the different ways people are affected by extreme weather around the world. Look at why the poorest in society are the most vulnerable when natural disasters hit.
- Identify threats facing main climate zones and analyse how these threats impact on the way of life.
- Compare and contrast a developed countries response to a natural disaster with that of a developing country. Why are the responses different? Is it fair?
- Plot on a map the areas most likely to be affected by climate change in the next 50 years. What will be the impact on the land, people and animals that reside there?
- Discuss what is being done around the world to try to address the issues arising from climate change. How will it affect people in Scotland?
- Pupils present their ideas to their peers on how they can take action in their own lives to live in a more sustainable way.

## Curricular Links

### Social Studies

I can describe the physical processes of natural disaster and discuss its impact on people and the landscape. **SOC 2-07b**

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**

By comparing my local area with a contrasting area out with Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a**

I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone. **SOC 3-12a**

### Technologies

Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-02a**

I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland and beyond. **TCH 2-02b**

### Resources

[Goal 13 Climate Action](#): details of all targets under Goal 13

[The World's Largest Lesson](#): teaching resources including comics and posters.

[Climate Ready Classrooms](#) a one-day accredited Carbon Literacy training course which uses interactive activities and examples to start a conversation about climate change. Upon completing the course, pupils receive Carbon Literacy accreditation.

[Climate Emergency Training](#): An SCQF level 4 course aimed at secondary school pupils looking to develop their knowledge of climate change and understand what positive decisions they can take to address the causes of climate change.

[A Guide to Climate Change](#): What is climate change and how will it affect you?

[Experiment: Greenhouse Gases & Insulation](#): Investigate the insulating effect of greenhouse gases over time.

[Scotland 2100](#): Map how climate change has impacted your community.

[Climate Action Scenario](#): Lesson on climate change for ages 15-18 from FEE.

[Experiment: Sea Level Change](#): Demonstrate the consequences of sea and land ice melt as a result of global warming.



## Goal 14: Life Below Water

- By 2025 reduce all kinds of marine pollution.
  - By 2020 manage and protect marine and coastal ecosystems taking action to achieve healthy and productive oceans.
  - End overfishing, illegal and harmful fishing so fish stocks can be maintained.
  - Conserve coastal and marine areas.
- Increase scientific knowledge and research into life below the water.
  - Make sure fishing laws are followed by all countries.

### Possible Learning Activities

- Organise a beach clean-up with members of the local community.
- Create a campaign to reduce the amount of rubbish in your local community highlighting how a large percentage of marine rubbish comes from the land so by reducing rubbish on land this will have a positive impact on marine pollution.
- Invite in local fishermen to discuss the fish stocks and how fishing laws have affected them.
- Examine how fishing laws are enforced across the globe. Celebrate local beaches by hosting a beach party.
- Investigate the effect pollution has on marine life. Draw a diagram of the journey from the drain to the sea.
- Learn about kelp forests and how important they are in the fight against climate change.
- Investigate Flapper Skates and learn why they are endangered.
- If your school is located near a beach, have a look at the different types of seaweed you can find on the shore.
- [Build a Pond](#) in your school grounds and survey the types of wildlife it attracts.
- Learn about the Arrochar Litter Sink and how ocean currents carry debris and litter from far away and trap it in the Arrochar coastline.
- Choose a marine species that lives off Scotland's coast and make a factfile about it. What does it eat? Where does it live?



## Curricular Links

### Sciences

I have investigated different water sample from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water. **SCN 2-18a**

I can monitor the environment by collecting and analysing samples. I can interpret the results to inform others about levels of pollution and express a considered opinion on how science can help to protect our environment. **SCN 4-18a**

### Social Studies

I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**

### Resources

[Goal 14 Life Below Water](#): details of all targets under Goal 14

[The World's Largest Lesson](#): teaching resources including comics and posters.

[Great Nurdle Hunt](#): Help gather important evidence of nurdle pollution, raise awareness of the issue, show decision makers the global scale of the problem and that you want to see change.

[Oceans, Water & Me](#): A lesson about the link between our climate and oceans and what we can all do to protect our blue spaces.

[Jellyfish & Turtle Sightings](#): Help Marine Conservation Society gather data on jellyfish and sea turtle sightings.

[Scotland's Beach Awards](#): Scotland's Beach Awards are the benchmark for quality, celebrating clean, well-managed and sustainable beaches. Find your nearest award-winning beach

[Biodiversity Action](#): This SCQF level 4 course supports secondary school pupils to develop their knowledge of how the natural world works, the causes and implications of the biodiversity crisis. and actions they can take towards a nature positive future.

[Build a Pond](#): Froglife's experts share how to create effective ponds and habitats to attract and support wildlife.

[Water Live Lesson](#): Meet the Penguins at Edinburgh Zoo and learn about endangered Flapper Skates.



## Goal 15: Life On Land

- Conserve forests, wetlands, mountains and drylands.
  - Encourage the sustainable management of forests by stopping deforestation, restoring forests and increasing the number of forests around the world.
  - Work to prevent desertification.
  - Conserve mountain ecosystems.
  - End poaching and trafficking of plants and animals.
- 
- Protect natural habitats, preserve biodiversity and work to prevent the extinction of threatened species.
  - Make sure ecosystem and biodiversity values are seen in local and national planning.

### Possible Learning Activities

- Investigate a natural habitat exploring threats to the habitat and the biodiversity within it.
- Invite in local forestry commission to talk about how forests are managed in Scotland.
- Investigate the animals poached and trafficked around the globe. What is done to try to stop these practices and how effective are these measures?
- Conduct a wildlife survey of your school grounds. What could you do to encourage more wildlife in? Consider bat boxes, bird boxes, or bug hotels.
- Conduct a tree audit of your school grounds. Use our resources to measure the height and age of the trees. What types grow near your school?
- Read some of the amazing myths and stories about animals, trees and forests and use them as inspiration to create your own tales.
- Learn about some of the conservation work being done by organisations like the Highland Wildlife Park to protect animals like the Pine Hoverfly, Scottish Wildcat and Wolves. Why is this work so important?
- Plant some flowers to attract pollinators and investigate the vital role they play
- Make a map of habitats in your school grounds and community
- Investigate the concept of rewilding. What are the benefits? What might be some concerns? Hold a class debate on topic.

## Curricular Links

### Social Studies

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**

Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. **SOC 2-10a**

I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship. **SOC3-10a**

### Resources

[Goal 15 Life On Land](#): details of all targets under Goal 15

[The World's Largest Lesson](#): teaching resources including comics and posters.

[Biodiversity Action](#): This SCQF level 4 course supports secondary school pupils to develop their knowledge of how the natural world works, the causes and implications of the biodiversity crisis, and actions they can take towards a nature positive future.

[Biodiversity Week 2022 Live Lesson](#): What do the Himalayas, the Arctic and the Cairngorms have in common? Jasper Hughes from Highland Wildlife Park RZSS takes us on a journey to answer this question and to learn about these fascinating habitats are linked to climate change and Biodiversity COP15.

[Biodiversity Week 2021 Live Lesson](#): Meet the wolves living at Highland Wildlife Park and learn about what caused wolves to become extinct in Scotland, what Pine Hoverflies and wolves have in common.

[Natural Scotland Week 2024](#): A week of interactive lessons on Scotland's natural environment, including lessons from Butterfly Conservation, Buglife and RSPB.

[Storytime: The Chalk Garden](#): Author and illustrator Sally Anne Garland joins us with her book 'The Chalk Garden' and uses her wonderful drawing skills to teach us how to draw some of the bugs we can see in our gardens.

[Butterfly Conservation](#): Through their programme Wild Spaces, our friends from Butterfly Conservation join us with a fabulous lesson where we unpack the secrets and beauty of the simplest forms of nature that surround all of us wherever we are: weeds and wildflowers, and their vital role supporting all forms of life, especially butterflies and moths!

[Trees Through the Seasons](#): To gain a deeper appreciation for nature and its rhythms through the seasons.



## Goal 16: Peace, Justice & Strong Institutions

- Reduce all forms of violence everywhere.
- End abuse of children.
- Make sure laws protect all people.
- Reduce corruption and bribery in all forms.

### Possible Learning Activities

- Discuss the impact of violence on people's life exploring the causes of violent behaviour and how violence around the globe can be reduced.
- Explore the UN Rights of the Child examining the rights and responsibilities that all children have.
- Examine what a Fair school is? Why is it important to have open and honest organisations?
- Investigate what happens when organisations are not transparent.
- Investigate countries where legal identity is not provided for all. Why is legal identity important?
- Pupils can investigate how laws and policies are passed in Scotland. Compare and contrast this to a developing country exploring similarities and differences.

## Curricular Links

### Social Studies

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. **SOC 1-17a**

I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. **SOC 2-17a**

I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. **SOC 3-17a**

I have participated in decision making and have considered the different options available in order to make decisions. **SOC 1-18a**

I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works. **SOC 2-18a**

I understand the arrangements for political decision making at different levels and the factors which shape these arrangements. **SOC 3-18a**

### Religious and Moral Education

I can show my understanding of values such as caring, sharing, fairness, equality and love. **RME 1-09b**

I can share my developing views about values such as fairness and equality and loving, caring, sharing and human rights. **RME 2-05b**

I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. **RME 2-09c**

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**

### Resources

[Goal 16 Peace, Justice & Strong Institutions](#): details of all targets under Goal 16

[The World's Largest Lesson](#): teaching resources including comics and posters.

[UNICEF UK: Rights of the Child](#): The UN Convention on the Rights of the Child (UNCRC) is an important, legally binding agreement which outlines the fundamental rights of every child, regardless of their race, religion or abilities.

[How the Scottish Parliament Makes Laws](#): A short video explaining how the Scottish Parliament works.



## Goal 17: Partnerships for the Goals

- All countries must work together to meet the goals by 2030.
  - Each country must plan and decide how they will achieve the goals.
  - Each country must do what it can to achieve the goals.
  - Developed countries must support developing countries in working towards the goals.
  - Make sure trade is fair.
- 
- Each country must respect one another and ensure policies are fair.
  - Share expertise and resources with all people around the world.
  - Monitor and evaluate data to ensure progress is made toward achieving the goals.

### Possible Learning Activities

- Examine the relationship between different countries around the globe exploring why some countries have good relations and others have antagonistic relations. What impact do these relations have on the people of the world?
- Invite in a local councillor to discuss how Scotland is contributing to the Goals.
- Create a campaign to support less developed countries to work to achieve the Goals.
- Examine what unfair trade is and why it is an issue around the globe.
- Have a look at how the Eco-Schools, LEAF and Young Reporters for the Environment programmes are bringing together educators and young people internationally.
- Find out about the journey from the [Millennium Development Goals](#) to the Sustainable Development Goals.
- Participate in [Global Goals Week](#). Lead a discussion or assembly for your class on the Global Goals.
- Find out [what Scotland is doing](#) to support the Sustainable Development Goals. You can look at data for the UK here: <https://sdgdata.gov.uk/>
- [Hold a mock COP](#) on Climate Change, Biodiversity or Pollution in your classroom.



## Curricular Links

### Social Studies

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. **SOC 1-17a**

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I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**

### Resources

[Goal 17 Partnerships for the Goals:](#) details of all targets under Goal 17

[The World's Largest Lesson:](#) teaching resources including comics and posters.

[Fairtrade Fashion:](#) A lesson on the topic of Fairtrade and fashion with the Scottish Fairtrade Forum covering protection for workers and how the textile industry can be more sustainable.

[United Nations - Global Action Plan on Education for Sustainable Development](#)

[Greening Education Partnership:](#) a global initiative that takes a whole-of-system approach to support countries in tackling the climate crisis by harnessing the critical role of education.

[Foundation for Environmental Education:](#) one of the world's largest environmental education organisations addressing the urgent threats of climate change, biodiversity loss and environmental pollution.



We support the Sustainable Development Goals.

Keep Scotland Beautiful is your charity inspiring action for Scotland's environment. We work with you to help combat climate change, reduce litter and waste, restore nature and biodiversity and improve places. We aim to inspire changes in behaviour to improve our environment, the quality of people's lives, their wellbeing and the places that they care for.



T: 01786 471333 E: [info@keepscotlandbeautiful.org](mailto:info@keepscotlandbeautiful.org)

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