

The Sustainable Development Goals

Goal 8: Decent Work and Economic Growth

8 DECENT WORK AND ECONOMIC GROWTH



- Promote opportunities for creative and innovative jobs.
- Make sure by 2030 there is full and productive work for all including for 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

- Explore what creativity is.
- 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 day to day 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.

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 2-19 a**
- 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

[United Nations - Goal 8: Decent Work & Economic Growth](#)

[World's Largest Lesson - Goal 8 Teaching Resources](#)

[Keep Scotland Beautiful - Low Carbon Skills](#)

[The Scottish Government - Developing the Young Workforce](#)

[EAUC - Sustainability Careers Guide](#)

[Thinking Classroom - Creativity](#)

[My World of Work](#)

[UNICEF - Child Labour](#)

[Capability Scotland](#)



T: 01786 471333 E: info@keepscotlandbeautiful.org

[@KSBScotland](https://www.facebook.com/KSBScotland)

www.keepscotlandbeautiful.org



ISO 14001:2015 Certification No.208826