

# TRÓCAIRE AND THE GLOBAL GOALS

## ACTIVITY GUIDE FOR YOUTH GROUPS



In September 2015, seventeen Global Goals for Sustainable Development (referred to as the Global Goals) were adopted by world leaders at a United Nations summit. These goals universally apply to all countries, therefore Ireland is committed to achieving them. Over the next fifteen years, efforts will be made by governments, institutions and citizens across the globe to end all forms of poverty, fight inequality and protect the planet, while ensuring that nobody is left behind.

### USEFUL LINKS

The UN has done a great job at explaining the Global Goals through a dedicated website, videos and celebrity endorsements. Take some time to familiarise yourself with these resources and encourage young people to explore them as part of the project. The resources are available at:

[un.org/sustainabledevelopment/development-agenda](http://un.org/sustainabledevelopment/development-agenda).

### ACTIVITY 1: ARE WE LIVING SUSTAINABLE LIVES?



10 MINS

Facilitate a short discussion about what the word 'sustainable' means. Finish by suggesting that one way to think about whether something is sustainable is to ask, '**Can we do this over and over again forever without destroying the planet or people's rights in the future?**'

Ask participants to take part in a walking debate. Suggest that one side of the room represents **very sustainable** and the other **not sustainable** and imagine a spectrum in between. Participants should consider whether the following everyday actions are sustainable and move to the part of the room that corresponds to their answer.

1. Plant a tree
2. Learn a new language or dance from another country
3. Buy a new mobile phone every year
4. Visit the Great Barrier Reef in Australia
5. Build sandcastles at your local beach
6. Buy a plastic bottle of water
7. Grow your own organic vegetables
8. Ask for a new football every Christmas
9. Buy a new t-shirt and only wear it twice
10. Drive a diesel car

## ACTIVITY 2: 'LEAVE NO ONE BEHIND' PHOTO PACK ACTIVITIES



Remind young people of the meaning of sustainable development: **'To make the world a better place, without destroying opportunities for future generations.'**

Explain that there are three central pillars to the Global Goals: **End Poverty, Fight Inequality, Protect Our Planet**. Display these on three walls in the room. Scatter the photos on the ground. Ask participants to choose a photo and decide which of the three pillars it falls under. They must justify their choice.

Explain to the group that the seventeen goals are seen as universal, which means they apply to all countries. Ask the young people to decide whether the goal is something that needs to be achieved in the Global North (richer countries, mostly located in the Northern Hemisphere) or Global South (poorer countries, mostly located in the Southern Hemisphere), or both. Facilitate a discussion around the idea that everyone on the planet must play their part in achieving the goals.

## ADDITIONAL ACTIVITIES

**Ranking:** As a whole group or in small groups, ask the young people to consider which of the goals they feel are the most important. Reflect on the criteria they used to prioritise the goals and discuss as a group. What assumptions did they make? Did they think about who has the power to make these changes?

**Priorities:** The aim of the activity is to decide which goals are priorities for the **Global North** and which are priorities for the **Global South**. Introduce the two categories and ask the young people to divide the seventeen photos between them. What can the Global North do to support communities in the Global South to achieve their priorities? Are there any priorities in the Global North that are interconnected with those that are priorities in the Global South?

**Links to Trócaire's work:** Trócaire works in three key areas: Resource Rights, Women's Empowerment, and Humanitarian/Emergency Response. Explore some of Trócaire's overseas work through the case study and videos below. In each case, ask the young people to consider which of the Global Goals is being addressed.



### FOOD, CLEAN WATER AND LAND RIGHTS

Learn how a water project has made a difference to the daily life of Annah Boonabana in Uganda.

[trocaire.org/news/day-life-annah](https://trocaire.org/news/day-life-annah)



Annah Boonabana, Uganda, February 2017.



### EQUALITY FOR WOMEN

Understand how Trócaire supports women to start their own businesses in Rwanda.

[vimeo.com/239783172](https://vimeo.com/239783172)



Athanasie Nirere, businesswoman, Rwanda, September 2017.



### EMERGENCY RESPONSE

Trócaire in partnership with Irish Aid provides supplies to communities in Somalia who have been forced to move due to conflict and climate change.

[vimeo.com/242897832](https://vimeo.com/242897832)



Trócaire aid distribution in Dollow, Somalia, October 2017.

### ACTIVITY 3: VISION FOR THE FUTURE



Arrange the participants in three groups and give each a different future scenario (see overleaf). Ask each group to consider the following questions in relation to their scenario:

- What are some of the good things/difficult things about this future?
- Who will benefit and who will lose in this future?

Ask each group to draw this version of the future, showing us what has happened to communities in Ireland, communities overseas and what the planet will look like.

**Debrief:** Discuss how the pictures created relate to the young people's own hopes for the future. Is there any common agreement about what young people want? Join together to make a list of the essential criteria for a happy, healthy and sustainable future for all. How does your list compare to the Global Goals?

### ACTIVITY 4: MALALA INTRODUCING THE GLOBAL GOALS



As a group, watch the video 'Malala Introducing the World's Largest Lesson': [trocaire.org/education/globalgoals](http://trocaire.org/education/globalgoals). Display the following active listening questions for the young people to answer as they watch the video.

1. Name two serious problems that are identified in the video. **Climate change & inequality**
2. What is identified as the 'superpower' possessed by humans? **Creativity**
3. What must we start by doing? **Make the goals famous**

Follow up with a group discussion exploring what the young people found most interesting and what new information they learned from the video.

### ACTIVITY 5: QUIZ ON THE GLOBAL GOALS



Split the group into teams and ask the following questions, encouraging group members to listen to their team mates, but to make sure the other groups cannot hear them. After the quiz, swap the answer sheets between the groups and go through the correct answers.

1. What does SDG stand for? **Sustainable Development Goals (referred to as the Global Goals)**
2. How many Global Goals are there? **Seventeen**
3. Who leads in developing and reporting on the Global Goals? **The United Nations, with 193 countries worldwide signed up**
4. In what year were the Global Goals agreed? **2015**
5. By what year do we aim to achieve the Global Goals? **2030**
6. Name two Global Goals.
7. How many people are living below the poverty line? **In 2013, an estimated 767 million people lived below the international poverty line of \$1.90 a day, that is 11% of the world population**
8. What percentage of women hold parliamentary seats at national level worldwide? **In 2017, women's participation in single or lower houses of national parliaments reached 23%**
9. World marine fish stocks within sustainable levels have declined by what percentage between 1974 and 2013? **23.3% decrease**
10. What can young people do to achieve the Global Goals? **Invent, innovate, campaign**

**Tie breaker:** What percentage of the world's population does not have access to a toilet? **In 2015, 33% of the world's population (2.4 billion people) did not have access to safely managed sanitation services, including a hand-washing facility with soap and water**

# FUTURE SCENARIOS

## TECHNOLOGICAL FIX

Imagine that it is 2050. Since 2015 there has been a huge interest in technology because people thought that new inventions would be the best way to create a sustainable world. There have been some brilliant new inventions that have made industry more efficient and reduced the need for manual labour; however, these technological solutions are very expensive and many communities around the world cannot afford them. Also, we aren't really sure about the side effects of some of these inventions. Some people talk about the dangers of too many chemicals in our food and water. Children do not spend much time outdoors. People don't care very much about nature, and many parks and wildlife centres have been closed down.



## EDGE OF DISASTER

Imagine that it is 2050. Since 2015 governments have been too slow to make important decisions about stopping climate change, ending poverty and fighting inequality. They thought that the problems of climate change and poverty were not that serious. They were wrong. Many communities have been destroyed due to droughts and flooding, and people have been forced to leave their homes. Many species of animal and plant are now extinct. Supplies of fossil fuels are very low but people still want to buy things they desire but do not need, including clothes, phones and cars. Some people still claim that human behaviour is not the cause of the natural disasters, poverty and inequality. Other people are busy trying to get governments, businesses and ordinary citizens to wake up and make changes before it really is too late.



## SUSTAINABLE LIVING

Imagine that it is 2050. Since 2015, we have made big changes in our governments, in our workplaces, in our schools and in our own homes. There is less of a gap between the rich and the poor, due to the growth in awareness that we need to ensure human rights are respected and that everyone has an equal opportunity to live in a safe community, to be healthy and to achieve their dreams. We have managed to stop the most damaging effects of climate change because we realised that caring for the environment, other people and future generations makes our own lives much better. People spend more time outdoors, enjoying nature and evidence suggests that people are happier now than they have ever been. There is still a lot of interest in science, but new technologies are used by local communities to meet their own needs.

