



A2 My Community Challenge

The 17 Sustainable Development Goals and how to contribute

Teacher Guide



Eva Jambor • Marietta Steindl

All Challenges of level A2 are also available in a printed version in German. You can find them at
www.jugendstärken.at (Jugend stärken, volume 1 - 4).



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Empowering Youth with the Youth Start Entrepreneurial Challenges Programme

CORE ENTREPRENEURIAL EDUCATION

 IDEA CHALLENGE I can develop an idea.	 HERO CHALLENGE I can learn from role models.
 MY PERSONAL CHALLENGE I can solve personal challenges.	 LEMONADE STAND CHALLENGE I can sell things.
 REAL MARKET CHALLENGE I can develop a business plan for the market.	 START YOUR PROJECT CHALLENGE I can plan and implement my project with a team.

ENTREPRENEURIAL CULTURE

 EMPATHY CHALLENGE I can empathise with myself and with others.	 STORYTELLING CHALLENGE I can tell stories.	 BUDDY CHALLENGE I can support others in achieving their goals.
 PERSPECTIVES CHALLENGE I can understand I am part of my environment.	 TRASH VALUE CHALLENGE I can create something valuable out of garbage.	 OPEN DOOR CHALLENGE I can network with others.
 EXTREME CHALLENGE I can set and achieve difficult goals.	 BE A YES CHALLENGE I can say "yes" to myself and those around me.	 EXPERT CHALLENGE I can apply learning and communication techniques.

ENTREPRENEURIAL CIVIC EDUCATION

 MY COMMUNITY CHALLENGE I can do things for the community where I live.	 VOLUNTEER CHALLENGE I can engage in community service.	 DEBATE CHALLENGE I can develop and debate my opinion.
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The Youth Start Entrepreneurial Challenges Programme is based on the TRIO Model, which is a holistic definition of entrepreneurship that encompasses three areas:

- CORE ENTREPRENEURIAL EDUCATION** – Supports entrepreneurial qualification in a narrow sense: **developing own ideas and implementing them creatively and in a well-structured way.**
- ENTREPRENEURIAL CULTURE** – **Personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.**
- ENTREPRENEURIAL CIVIC EDUCATION** – **Enhancing social competences as citizens: assuming responsibility for oneself, others and the environment.**

"Empowering Youth" is a holistic learning programme for lower secondary school students and promotes personal initiatives and entrepreneurial spirit. It is part of the "Youth Start Entrepreneurial Challenges" programme. All **competence levels** (A1 = **primary level**, A2 = **lower secondary level**, B1+B2 = **upper secondary level**) can be downloaded at www.youthstart.eu in **English**, **German** and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "Youth Start mindfulness programme".



Empowering Youth ...

... refers to the title, the goal and the content of a practice-oriented, holistic learning programme which was developed for **lower secondary school students**. Bigger and smaller “challenges” form the key elements of the programme. They function as learning prompts from three key areas that play an important role in empowering young people:

- **entrepreneurial thinking and acting**,
- **personal development** and
- **social commitment**.

Each key area is assigned a different colour to help differentiate between them. A diagram of the entire programme is included on the previous page.



Empowering Youth is part of the "Youth Start Entrepreneurial Challenges" Programme which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.



The **My Community Challenge** bears the title: **The 17 Sustainable Development Goals and how to contribute**. What are the 17 Global Goals about, why do they exist, and what can even young people contribute to implementing them? These are the main questions addressed in the challenge.

The “Youth Start Entrepreneurial Challenges” Programme supports children in developing their potential.

This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal and Luxembourg with about 30,000 children and teenagers.

The research results demonstrate that by working with the programme in lower secondary school, the students’ self-esteem is improved, and teamwork, creativity, and networked and critical thinking are fostered.

The students do not only learn how to communicate empathically and how to treat themselves and others with care and respect; they additionally acquire basic economic qualifications that are vital for their future working life.

We wish everyone working with this programme many inspiring learning experiences!

Eva Jambor and Johannes Lindner, editors

www.youthstart.eu | www.jedekindstärken.at | www.ifte.at



A2 My Community Challenge

The 17 Sustainable Development Goals and how to contribute

In the **A2 My Community Challenge** the students learn that we are all part of a big community - the world community. We all have to treat our planet in a way that also future generations - humans and animals - will find earth a good place to live. The United Nation's 17 Sustainable Development Goals shall serve as a guideline to achieve that. The students learn about them, develop different visions of the future and become active themselves when it comes to making a contribution to achieving the goals.

Core competences for the challenge:

I can do things for the community where I live.

Explanatory video for this challenge:

www.youthstartchallenges.eu/A2MyCommunityEN



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Big idea behind the challenge

Only by making a strong joint effort will we be able to achieve the 17 Sustainable Development Goals. Each and every one of us is needed. By creating positive visions of the future, the challenge wants to motivate the students to stand up for change. Inspiring examples of changemakers invite them to start a project and to contribute their own ideas on how to solve one of the global problems.

Entrepreneurial Competences according to the reference framework

www.youthstart.eu/en/whyitmatters/ (Competence-oriented learning)

- I can observe myself and my environment mindfully and act according to the needs I perceive.
- I can look at a topic from different points of view and put myself in the shoes of others.
- I can identify the possible causes of a problem and develop a number of creative ideas to solve the problem.
- I can set goals for myself and plan the necessary steps to achieve them.
- I can consistently pursue my goals step by step, even when it gets tough.
- I can take on the responsibility for achieving a joint goal.
- I can take on responsibility for the community I live in.
- I can explain the Sustainable Development Goals and think about how I can use my creativity to contribute to achieving them.
- I can identify ways I can use my strengths to contribute to creating a sustainable future.

Assessment

The student guide with its many prompts to think about and discuss shall serve as an assessment of their own learning process on their way to "taking on responsibility".

Just like in the other challenges, the questionnaires in the last step (Step 4: "Thinking things over") encourages the students to self-assess the competences acquired and reflect on their own work. In Step 3 they already define their own objectives, thereby training how to assume responsibility for themselves and others.

In preparation for all steps:



Hand out the student manual containing the exercises for the individual steps to all students.
The titles of the exercises are labelled "E".



Step 1 – Learning about the 17 Global Goals

E 1.1. 17 goals for a better world

The 17 Sustainable Development Goals are the political objectives defined by the United Nations that aim at ensuring a sustainable development on a global scale at an economic, social and ecological level. They came into force on 1 January 2016 with a term of 15 years, which means that they should be achieved by 2030. The *Sustainable Development Goals*, in short SDGs, are also known as "Agenda 2030" or *Global Goals*.



Start with 2 videos to introduce them or with an explanation in simple language (in German only):

- "Die Globalen Ziele einfach erklärt" – worksheet 1 from: BMB/Ökolog (2016)
"Unterrichtsmappe – Die 17 Ziele für eine bessere Welt" (German only)
→ www.oekolog.at/f%C3%BCr-den-unterricht/sustainable-development-goals/
(download as a PDF under the heading "Unterrichtsmaterialien", German only)
- "World's largest lesson" with Emma Watson → <https://www.youtube.com/watch?v=-cEUhHTlcDU>
- "World's largest lesson – Update" → <https://www.youtube.com/watch?v=ZdOQf0nOB6A>

By completing a matching exercise, the students deal with the content of the 17 Global Goals.

Solution: 6, 9, 11, 1, 3, 12, 14, 5, 7, 15, 4, 8, 17, 16, 2, 10, 13

After that, they answer questions on the goals in their student manual. Talk about the answers in class.



Supplement or adapt the questions from the student manual at will and put together your own online quiz at www.socrative.com. Before they can use the platform, they have to register once. The quiz is well suited for a discursive approach to introduce the topic. The students answer the questions on their smartphone. If your classroom is equipped with a computer and a projector, you can project the answers live onto the wall.

You can create quizzes and survey at www.socrative.com. The students can then access them by entering a code. It is not necessary to download anything or to log in.

If the students wish to remain anonymous, they can choose a nickname. It is also possible to anonymise the answers in general.

The tool is also suited to anonymously disclose the opinions and experiences in a group. The advantage is that you can react directly and discuss the outcome which becomes visible to all immediately.

E 1.2. Facts – Why are the goals so important?

Discuss the facts shown in the exercise with the students. The students work in pairs or individually to match the facts to the respective goals.

Discuss which examples are especially true for Austria/the country you live in and which apply to other countries and regions of the world. Do the students know any countries in which life is comparable to their own country?



Solution:

1 no more poverty, 2 no more hunger, 6 clean water and sanitary facilities, 13 climate protection measures, 3 health and well-being, 16 peace, justice and strong institutions, 4 high-level education, 11 sustainable cities and municipalities, 5 gender equality, 12 sustainable consumption and production, 15 living in rural areas

Sources for researching facts: → UN-SDG Report 2020:

<https://unstats.un.org/sdgs/report/2020/The-Sustainable-Development-Goals-Report-2020.pdf>



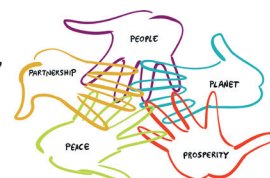
- Der Standard: www.derstandard.at/story/2000098929457 (in German)
- Die Umweltberatung: www.umweltberatung.at/bodenversiegelung-und-flaechenverbrauch (in German)
- Die Zeit: www.zeit.de/wissen/umwelt/2019-05/artenvielfalt-kernaussagen-welt-bericht-paris-welt-biodiversitaetsrat-artensterben (in German)

E 1.3. The "5 Ps"

The following video gives an overview of the 5 Ps (Peace, Partnership, Planet, People, Prosperity) and what they have to do with the SDGs:

"Kurz erklärt: Nachhaltige Entwicklungsziele" by Brot für die Welt

→ www.youtube.com/watch?v=nFQIWuHmlA (German only)



The students match the 17 Global Goals to the 5 Ps. Point out that the goals can be a match for more than one P.

Proposals for a solution:

People: 1 (no more poverty), 2 (no more hunger), 3 (health), 4 (high-level education), 5 (gender equality), 6 (clean water and sanitary facilities), 7 (affordable and clean energy), 8 (humane working opportunities and economic growth), 9 (industry, innovation and infrastructure), 10 (less inequalities)

Planet: 6 (clean water and sanitary facilities), 7 (affordable and clean energy), 11 (sustainable cities and municipalities), 12 (responsible consumption and production), 13 (climate protection measures), 14 (living under water), 15 (living in rural areas)

Prosperity: 1 (no more poverty), 2 (no more hunger), 8 (humane working opportunities and economic growth), 9 (industry, innovation and infrastructure)

Peace: 5 (gender equality), 10 (less inequalities), 16 (peace, justice and strong institutions)

Partnership: 17 (Partnerships to meet the goals)

E 1.4. Which problems do you see?

The students work alone, in pairs or in class to think about which problems are shown in the pictures.

Afterwards, each student chooses at least 3 pictures and writes down where the connection lies to each of the SDGs. Then they come together in pairs and present their pictures to each other. The presentations may also be done in front of the whole class.

Proposals for a solution:

1. unhealthy lifestyle, lung diseases, addiction, ... SDG 3
2. homelessness, depression, loneliness, poverty, fleeing, violence, alcohol and drug abuse, unemployment, ... SDG 1, 2, 3, 4, 8, 10
3. too much traffic, traffic jams, soil sealing caused by infrastructure, exhaust gases, environmental pollution, CO2 emissions, climate change, ... SDG 3, 9, 11, 12, 13
4. environmental pollution and CO2 emissions caused by industrialism, land usage, rapid urban growth, air pollution, ... SDG 3, 9, 11, 12, 13, 15
5. too much (plastic) waste, lack of waste infrastructure, too much consumption, too little recycling, environmental pollution, marine pollution, ... SDG 12, 14, 15
6. global warming, climate change, extinction of species, threat to wildlife habitats... SDG 13, 15
7. problems at school, bullying, excessive demands, bad grades, poor opportunities, powerlessness, ... SDG 4
8. heat waves, health problems caused by heat, climate change, urban heat, drought, ... SDG 11, 13, 15





E 1.5. Everything is connected!

The students draw lines between the 7 given goals in their manuals and describe how they are connected.

Proposals for a solution:

- 2 and 3:** Fighting hunger and malnutrition also leads to healthier lives.
- 3 and 4:** The best protection against poverty and thus hunger is education.
- 4 and 10:** Access to education increases opportunities in life and reduces inequalities.
- 10 and 16:** Less inequalities in a society, i.e. between rich and poor, lead to more stability and peace.
- 16 and 13:** In our battle for climate justice we have to especially support those countries that are more severely affected by the consequences of climate change. At the same time, the countries that cause most of the CO2 emissions should make a greater contribution to climate protection.
- 13 and 3:** Eating less meat has a positive impact on health as well as the climate.
- 11 and 3:** Sustainable cities with many green areas and less traffic have an improved air quality which results in less lung diseases among its citizens.
- 4 and 13:** Only those who know about the consequences of climate change and the necessary climate protection measures can act accordingly.



Do an activating exercise with the students. Prepare a ball of wool.

The students spread out in the classroom, forming 17 stations. One person or a team of two students represents each of the 17 Global Goals. The first person throws the ball of wool to another person whose goal is linked to his/her own, explaining how they are connected. The students continue in that way until, in the end, a dense web has formed, showing which goals are connected to other goals.

Step 2 - Developing visions of the future

E 2.1. What will life be like in the year 2030?

The students mentally travel into the year 2030. They imagine with all their senses how their personal future and the world looks like in 2030.

- **personal future:** *What do you see when you look out of the window? How does your everyday life work? Where do you live? Where do you work? What are the things you are dealing with?*
- **future of the world:** *How has the area you live in changed? What has changed on a global basis? What are the media reports about? Think of the "5 Ps".*

The students write their visions into a sketch in their manual. They can differentiate between the future they would like to see and a future they think is probable.

Talk to the students about their visions of the future and ask them if or how these two visions differ.

Compared to the present, what has changed for the better and what has changed for the worse in the students' visions of the future?



E 2.2. Dreaming of tomorrow ...

This exercise turns the students' focus toward the positive and successful aspects of a possible future. Research in the field of Positive Psychology has shown that the prospect of positive visions of the future promotes the development of a confident attitude and thus one's personal well-being and gives us the strength to endure.



Using the PERMA model from the field of Positive Psychology, the **A2 Be A YES Challenge** helps the students find their individual "**Path to flourishing**" (http://www.youthstart.eu/en/challenges/a_path_in_flourishing/).

What does the world in 50, 100 or more years look like in the students' visions? The students choose one or more of the following fields and write a description of their dream-vision into the student manual.

school, family, work, housing, technology, migration, nature, money, consumption, cities, nutrition

In a second step, they imagine the world has changed for the better in all of these fields. What would be different from today? Which obstacles are there at present that prevent the world from being that way? What would have to change precisely?

Ask the students to answer the questions from their student manual in a moderated group discussion while following these rules:

- There is no right or wrong, everybody is allowed to speak their thoughts.
- Listen attentively without interrupting others.
- Treat each other with respect.



In the **A2 Debate Challenge** the students learn how to reason and debate respectfully. The challenge can be downloaded at http://www.youthstart.eu/en/challenges/from_listening_to_debating/.

Encourage the students to look back and interview an elderly person: What has changed for the better, what has changed for the worse compared to the past? Why?

- The Stiftung Zukunftsfähigkeit provides stories of success, methods and further working materials on their homepage (German only): <https://futura2wei.org/article/1099>

E 2.3. Your Utopia

The starting point for the students' own utopia (= dream future or vision of the future) is the **poster "Stop off in 2030"** by the Forum Umweltbildung. It shows a very positive picture of a future world in which all SDGs have been reached.

- You can order the poster or download it for free in different versions:
<https://www.umweltbildung.at/shop/stopp-off-in-2030-poster-en>



The students look at the poster to find examples for each of the 5 Ps and compare them to the notes they made in **E 2.2. Dreaming of tomorrow ...** Inspired by these examples, they imagine with all their senses their own vision of the future and capture this vision creatively – as a drawing, a collage of photos and texts, as a short story, as a diary entry, ... The possibilities are endless.

Even if the vision might seem unrealistic or too daring, it can and should be "utopian". The students are allowed to dream up big, strong, positive visions and draw strength from these dreams for the implementation of their ideas.

They present their utopias to each other and research whether they have already been implemented somewhere.



- Movie tip for the upper secondary school: Documentation "Utopia revisited" by Kurt Langbein (German with English subtitles): <http://www.utopia-revisited.com/>

Step 3 - Contributing

E 3.1. Changemakers improve the world

The students meet 6 examples of young changemakers who have made the world a better place with their innovations. The examples have been taken from the "Changemaker" card game.

It is a game for all who want to learn more about the Global Goals and the possibilities to contribute to the solution themselves.

You answer questions and play your Best Practice Jokers to earn Impact Points. Whoever has collected the most Impact Points wins. In the end everybody wins by gaining a better understanding of the challenges of our time. True to the motto: "Join in and become a changemaker". The card game is available in German and English. It can be ordered at:

www.ifte.at/shop/changemaker



The students are asked to match each of the 6 examples to one of the 17 SDGs.

Proposals for a solution:

Wadi by Helioz: SDG No. 6 clean water and sanitary facilities

WeFood: SDG No. 12 sustainable consumption and production

Tree Adoption Uganda: SDG No. 13 climate protection measures

Qualitätszeit (Quality time): SDG 4 high-level education, SDG No. 17 Partnerships to meet the goals

Khan Academy: SDG No. 4 high-level education

The Street Store: SDG No. 1 no more poverty, SDG No. 12 sustainable consumption and production



E 3.2. You too can become a changemaker and make the world a better place!

This exercise encourages the students to become active as a changemaker themselves. Working in small groups, the students think up as many effective solutions to the 6 given SDGs as possible.

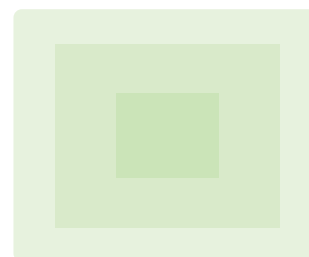
Each group presents their suggestions to the class. The applaud-o-meter shows which of the ideas most students liked: the louder the applause, the more approval.

E 3.3. Which challenges are there in your environment?

The students form groups and look for a challenge that is related to one of the SDGs in their personal environment (at home, at school or in the neighbourhood).

They write the challenge or the problem into the innermost box of the sketch illustrated in their student manual. In the outermost box they describe what it would be like if the problem had already been solved. In between they write down all ideas that could help solve the problem.

Copy the boxes onto a poster and lay or hang them up in the classroom. Just like in an exhibition, the students can walk from poster to poster and get to know the ideas of the other groups. Every student has the right to add their own ideas to the posters of the others. In the end, each group presents their poster with the best proposed solutions.





The *Design Thinking method* is a suitable instrument for recognising challenges and developing suitable solutions. The method is explained step by step in the **A2 Idea Challenge** (download at http://www.youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/).



www.flipchallenge.at (Entrepreneurship Challenge) provides a complementary digital tool (German only).



E 3.4. You are important – your contribution matters!

Only by making a strong joint effort will we be able to achieve these 17 Global Goals.

Each and every one of us is needed.

The students choose their own personal contribution:

- changing small things in their everyday life and thus living a more sustainable life and / or
- starting a project together with others to jointly implement one of the solutions found in

E 3.3. Which challenges are there in your environment?

In their student manual they note down

- which goal they want to set for themselves and by which time frame they want to reach that goal
- how successful they are in what

At the end of the set time frame they reflect on which obstacles they encountered and how they managed to overcome them. If necessary, they adapt their goal to make it achievable.

Motivate the students to choose a new goal once they have reached the first one, for only if we all make our contributions regularly, can we jointly reach the 17 Sustainable Development Goals!



If the students decide on implementing a proposed solution in a project, the **A2 Start Your Project Challenge – How do you start a project?** can be used as a basis for the planning process (download at http://www.youthstart.eu/en/challenges/how_do_you_start_a_project/).

Step 4 - Thinking things over

E 4.1. Questionnaire for the My Community Challenge

As always at the end of a challenge, the students are encouraged to self-reflect by answering a questionnaire with open questions on what they have learned. The answers summarise their personal findings from the challenge.

Give every student the opportunity to talk about their answers in pairs or in class.

E 4.2. How well can you do that already?

The questionnaire repeats the most important competences that were trained during the challenge. The students assess how well they can do what. Explain the meaning of the smileys before starting.



TRIO Model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the My Community Challenge belongs to the area of **Entrepreneurial Civic Education**, which is all about strengthening the social competence of citizens: assuming responsibility for oneself, others and the environment.

Time/Length of the challenge

6 to 8 periods (ideally as double periods), interdisciplinary with Job Orientation, Geography and Economics, History and Political Education, Biology and Environmental Education as well as English (or German) or within the framework of the project days (Social and Global Learning; Sustainability)

Necessary background knowledge

none

Context within the Youth Start Entrepreneurial Challenges Programme

All Challenges: www.youthstart.eu

The "A2 My Community Challenge – The 17 Sustainable Development Goals and how to contribute" builds on the "A1 My Community Challenge - Solving problems together" (at http://www.youthstart.eu/en/challenges/solving_problems_together/) and serves as an introduction to the "B1 My Community Challenge - Improving the Quality of Life".

There are cross-connections to the "A2 Debate Challenge"

(at http://www.youthstart.eu/en/challenges/from_listening_to_debating/), to the "A2 Volunteer Challenge" (at http://www.youthstart.eu/en/challenges/doing_good_feels_good/),

to the "A2 Be A YES Challenge" (at http://www.youthstart.eu/en/challenges/a_path_in_flourishing/),

to the "A2 Start Your Project Challenge" (at http://www.youthstart.eu/en/challenges/how_do_you_start_a_project/) and to the "A2 Idea Challenge" (at http://www.youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/).

Additional materials

- "World's largest lesson" with Emma Watson <https://www.youtube.com/watch?v=-cEUhHTlcDU>
- "World's largest lesson – Update", <https://www.youtube.com/watch?v=ZdOQf0nOB6A>
- „Kurz erklärt: Nachhaltige Entwicklungsziele“ von Brot für die Welt www.youtube.com/watch?v=nFQIWuHmIA (in German)
- **Movie tip for the upper secondary school:** Documentation "Utopia revisited" by Kurt Langbein (German with English subtitles): <http://www.utopia-revisited.com/>
- „Unterrichtsmappe – Die 17 Ziele für eine bessere Welt“; Arbeitsblatt 1: „Die Globalen Ziele einfach erklärt“ (einfache Sprache), von BMB/Ökolog (2016): www.oekolog.at/f%C3%BCr-den-unterricht/sustainable-development-goals/ (in German)
- Bildungsmaterialien der Stiftung Zukunftsfähigkeit mit Geschichten des Gelingens, Methodensammlungen und anderen Arbeitsmaterialien: <https://futzurzwei.org/article/1099> (in German)
- Poster "Stop off in 2030" by Forum Umweltbildung, incl. didactic material: <https://www.umweltbildung.at/shop/stopp-off-in-2030-poster-en/>
- Card game "Changemaker" for teenagers from the age of 14, in German and English: www.ifte.at/entrepreneur/changemaker
- Website for creating online quizzes and surveys: www.socrative.com

Further materials and videos:

- Poster "Stop off in 2030" by Forum Umweltbildung: <https://www.umweltbildung.at/shop/stopp-off-in-2030-poster-en/>
- Video on the 17 Sustainable Development Goals (SDGs): "The World's largest lesson": <https://www.youtube.com/watch?v=-cEUhHTlcD>
- card game "Changemaker" for teenagers from the age of 14, in German and English, order at: <https://www.ifte.at/shop/changemaker>
- E-Learning Tool for the Design Thinking method: www.flipchallenge.at (Entrepreneurship-Challenge) (German only)

All Challenges of level A2 are also available in a printed version in German.
You can find them at www.jugendstaerken.at (Jugend stärken, volume 1 - 4).



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All **competence levels (from A1 = primary level to B2 = secondary level II)** can be downloaded for free at www.youthstart.eu in **German, English** and, in some cases, in five other languages.

The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the Youth Start *mindfulness programme*.



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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.



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