



# A2 My Community Challenge

## The 17 Sustainable Development Goals and how to contribute



Marietta Steindl

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



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# Empowering Youth with the You<sup>th</sup> Start Entrepreneurial Challenges Programme

## CORE ENTREPRENEURIAL EDUCATION

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

## ENTREPRENEURIAL CULTURE

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

## ENTREPRENEURIAL CIVIC EDUCATION

 <b>MY COMMUNITY CHALLENGE</b> I can do things for the community where I live.	 <b>VOLUNTEER CHALLENGE</b> I can engage in community service.	 <b>DEBATE CHALLENGE</b> I can develop and debate my opinion.
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The You<sup>th</sup> 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 "You<sup>th</sup> 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](http://www.youthstart.eu) in **English**, **German** and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "You<sup>th</sup> Start mindfulness programme".



# Preface

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## 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 “You<sup>th</sup> 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 “You<sup>th</sup> 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](http://www.youthstart.eu) | [www.jedeskindstärken.at](http://www.jedeskindstärken.at) | [www.ifte.at](http://www.ifte.at)

**These symbols will guide you through the challenge. They have the following meaning:**



Instructions for an exercise



Extra tip for you



Bonus task



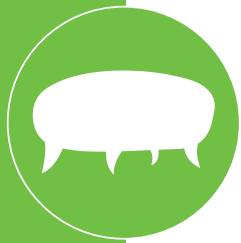
Talk to someone about it



Think about it



More information can be found in the teacher guide







# A2 My Community Challenge

## The 17 Sustainable Development Goals and how to contribute

Community can refer to friends as well as family, but also to people in your school, city or municipality, and including the world community. We all have to treat our planet in such a way that also future generations - humans and animals - will find earth a good place to live. The United Nation's 17 Global Goals shall serve as a guideline to achieve that. Learn about them in the **A2 My Community Challenge**, develop your own visions of the future and become active yourself when it comes to making a contribution to achieving the goals.

Explanatory video: [www.youthstartchallenges.eu/A2MyCommunityEN](http://www.youthstartchallenges.eu/A2MyCommunityEN)

### 4 steps to the finish line:

-  **Step 1** - Learning about the 17 Global Goals \_\_\_\_\_ **6**
-  **Step 2** - Developing visions of the future \_\_\_\_\_ **13**
-  **Step 3** - Contributing \_\_\_\_\_ **16**
-  **Step 4** - Thinking things over \_\_\_\_\_ **20**

**Aim**

**I can do things for the community where I live.**





The nations of the world have decided on 17 goals for a better world to be jointly achieved **by the year 2030**: the **Sustainable Development Goals, SDGs** in short, or Global Goals.

"**Global**" means that they apply all over the world. "**Sustainable**" means that humans treat the environment responsibly to ensure that even future generations will be able to lead a good life on earth. After all, we only have this one planet! This is exactly what the 17 Global Goals are about: A good life for all of us - now and in the future.

## 1.1. 17 goals for a better world



Read through the 17 Global Goals and look at the symbols. Which goal fits each of the following definitions? Enter the number and goal into the correct part of the table.

6	clean water and sanitation	clean water, sanitary facilities (toilet, bathroom) and free access to drinking water for all
		access to infrastructure (education, transport, energy, culture, safety, communication, ...) for all
		liveable cities and affordable living for all
		end hunger and protection against poverty
		healthy living and health care for all
		produce and consume goods sustainably
		protect the seas and reduce pollution
		equality for men and women and increased opportunities for women and girls
		promote renewable energy and ensure access to affordable and sustainable energy
		protect ecosystems and conserve biodiversity
		access to education for all and equal chances of advancement for girls and boys



## Step 1 - Learning about the 17 Global Goals



		humane working opportunities for all and sustainable management
		work together in global partnerships
		make peace and reduce violence
		end hunger and achieve healthy nutrition for all
		decrease inequalities between the nations and strengthen developing countries
		fight climate change and conserve living conditions on earth



Watch the video "World's largest lesson" with Emma Watson and "World's largest lesson – Update" on the internet (duration: approx. 5 minutes each). Find out how young people around the world contribute to the Global Goals and how you, too, can become active.



Answer the following questions. Discuss your answers in class. Which goals are especially important to you? Why?

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How realistic do you find the goals? What would have to be changed in order to make them more realistic?

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What is there that you can do now to contribute a little?

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Which of the 17 Global Goals do you want to promote?

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With which ideas can you contribute to reaching the goals?

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Use the "Socrative" website to make your answers available to all. Your teacher will prepare a quiz, and you can type your answers on your phone. The results are shown live via a projector so that you can discuss them. In the teacher guide you will find a detailed explanation of how that works.





## 1.2. Facts – Why the Global Goals are so important



Which of the 17 Global Goals best fits the facts given in the speech bubble? Write the number and name of the goal into the box.

It can also happen in wealthy countries that people drift into poverty.

Worldwide, 800 million people are malnourished. Most of them live in sub-Saharan Africa and in South Asia.

Around 700 million people have to live on less than EUR 1.90 per day.

Worldwide, 6% of all children under the age of 5 are overweight.

The amount of water polluted by chemicals around the world is increasing.

Floods, droughts and storms are the result of global warming. Glaciers are melting away, species are dying out, the sea levels are rising, and people have to flee.

Around 800 million people are without access to sufficient drinking water.

9% of the world's population have to go outdoors to go to the toilet.

In order to avert the most serious consequences of climate change, global warming must be limited to 1.5° C.

In many poor countries people still die of diseases that in wealthy countries are easily treatable.

Austria is one of the countries with the highest alcohol consumption and tobacco use.

It is especially women and children who become victims of domestic violence.

50 million people are forced to flee their home country due to violence and conflicts.



## Step 1 - Learning about the 17 Global Goals



The production and transport of products is often at the cost of the environment; especially people in wealthy countries consume an excessive amount of resources.

The amount of waste produced continues to increase with growing consumption.

A lot of people are faced with unfair and even dangerous working conditions.

1 out of 5 children around the world do not go to school.

We are currently experiencing the 6th mass extinction in the history of earth; 1 million species are endangered.

750 million people can neither read nor write, two thirds of whom are women.

Even in Austria there are people who have not completed compulsory schooling.

Every day, an area of approx. 20 football fields disappear beneath newly built roads and buildings.

In Austria, women earn, on average, 20% less than men.

Only 27% of the people in leading positions are women.

More and more people move from the countryside into the city. There they often have to live in *slums*.

9 out of 10 people living in the city breath polluted air.

Housing prices in Austria are continuing to increase.



The SDGs apply to all countries in the world. But of course, there are differences between the different nations and world regions. Which of the following examples is true for the country you live in? Highlight them.





### 1.3. The "5 Ps"

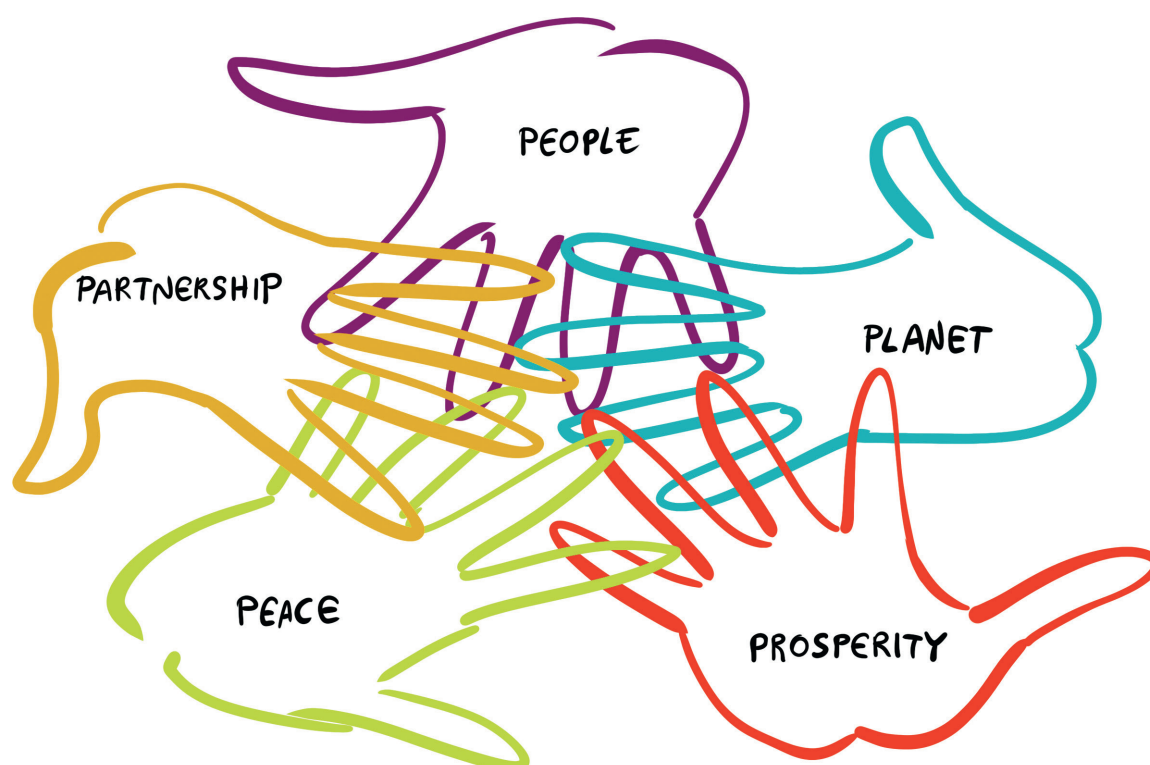


The "5 Ps" stand for Peace, Partnership, Planet, People and Prosperity. Read the definition to each term to find out what the "5 Ps" have to do with the SDGs. Talk to others about your thoughts.

Peace		fostering peaceful and just politics as well as open societies
Partnership		implementing the 17 Global Goals with the aid of a strong global partnership and international co-operation
Planet		protecting nature and climate for coming generations
People		end poverty and hunger in all their forms and ensure equality and dignity for all human beings
Prosperity		ensure sustainable development and a fair and sustainable economy



Which of the 17 Global Goals fits to which "P"? Go back to the diagram in exercise 1.1. and enter the goal into the right place.





### 1.4. Which problems do you see?



Look at the pictures and think about which problems are illustrated in each of them.

1



2



3



4



5



6



7



8



Choose at least three pictures and describe in detail which problems you can see in each of them. Match them to one or more of the 17 Sustainable Development Goals. There are many different possible solutions.



### 1.5. Everything is connected!

The individual goals are closely linked. When you work on achieving one goal, you will notice that things are also improving in other areas. At the same time, you should take into consideration the other goals while working on one in particular. For example, gender equality (SDG5) is also very important with regard to education issues (SDG4). And in order to protect the climate (SDG13), it will be necessary to promote responsible consumption (SDG12).



Draw lines to connect the goals that are linked. Write on the line how they are interrelated.



Form a circle in class. Each student (or group of students) stands for one of the 17 Global Goals. One student takes a ball of wool and throws it to a person (or group) whose goal is linked to his/her own goal. Make sure to hold on to your end of the thread. The person (or group) explains how the goals are interrelated before throwing the ball of wool on to the next person (or group).

How dense can you make the web?



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



Imagine it were 2030 and the 17 Sustainable Development Goals have been reached. Imagine with all your senses what life will be like then.

- Think about your **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?
- Also imagine the **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".

	I want the future to be like	It is likely that the future will be like
My <b>personal</b> future		
The future of the <b>world</b>		



Talk to others about your visions of the future.

- Is there a difference between the future you would like to see and the future you think is probable? If yes, why is that so?
- In your imagination, what has changed for the better?
- Are there any problems or negative aspects you see in the future? If yes, describe them.



### 2.2. Dreaming of tomorrow ...



Let's look into the distant future: the world in 50, 100 or more years. What do you wish for the future? What are you dreaming of? What do you imagine this future to be like?

Choose one or more of the following areas and think about how it will change.

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

What do you think: How will \_\_\_\_\_ change?

What effect would that have on your life?

In what way do you want \_\_\_\_\_ to change?

What needs to be done in order for \_\_\_\_\_ to change in that way?

Imagine you were to wake up, and the world has changed for the better in all areas.

How would you notice? What would this world look like?

What would your everyday be like in this world?

What would be different from today?

Why is it not that way today already? What are the obstacles?

What needs to change in order for the world to develop in that way?



Discuss in groups. Choose a moderator. Go over each question, one after the other. Remember: There is no right or wrong, you are all allowed to speak your thoughts. Listen attentively to what the others have to say, do not interrupt and treat each other with respect.



In the **A2 Debate Challenge** you learn how to reason and debate respectfully. The challenge can be downloaded for free at [http://www.youthstart.eu/en/challenges/from\\_listening\\_to\\_debating/](http://www.youthstart.eu/en/challenges/from_listening_to_debating/).



Look back: Talk to an elderly person and ask him/her about one of the fields. What has changed? What was it like before? What has changed for the better, what has changed for the worse? Why?



### 2.3. Your Utopia

A "utopia" is the idea of how the future might look like. You could also call it a "dream" or "vision" of the future. Most utopias are only wishful thinking and are therefore considered to be unrealistic.

"That is utopian!" means to say that an idea is too daring to be made reality. Utopias are important nevertheless, because they show us in which direction the world might or even should develop.



© Markus Wurzer, Forum Umweltbildung



Let the "Stop off in 2030" poster by Forum Umweltbildung inspire you. Discover a world in which the SDGs have been reached. Look at it at

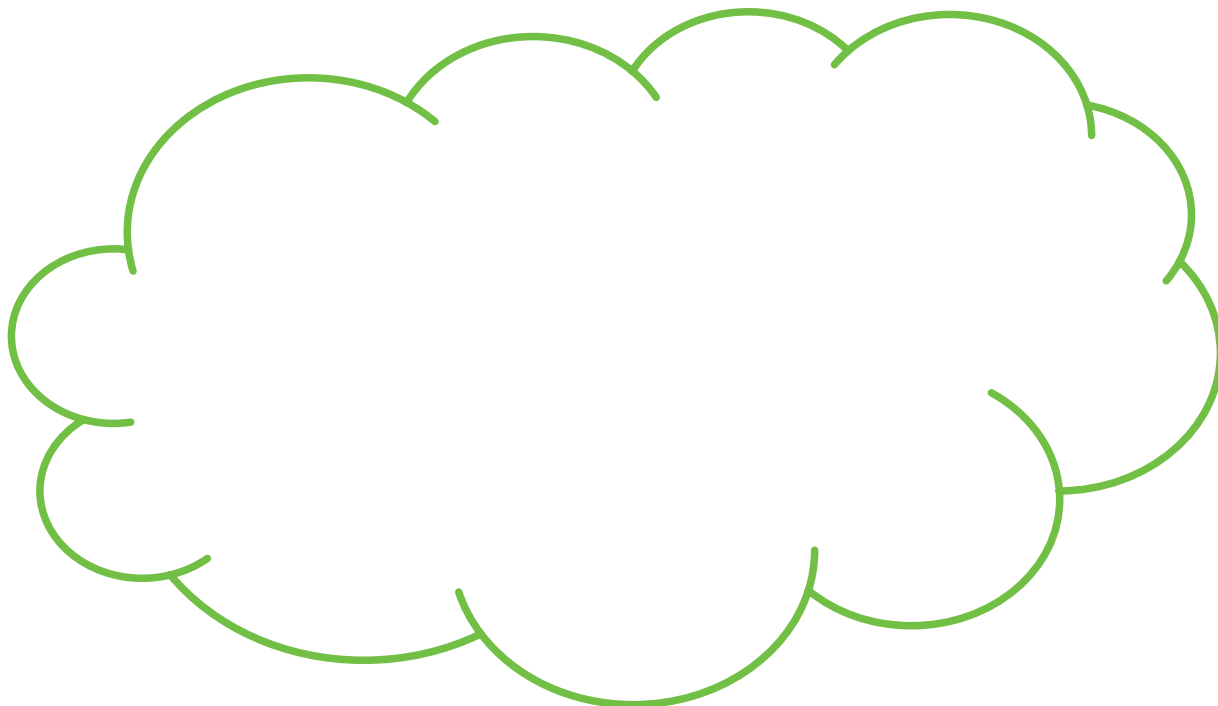
<https://www.umweltbildung.at/shop/stopp-off-in-2030-poster-en/>.

Can you find an example for each of the "5 Ps" on the poster?



What does the world YOU are dreaming of look like? Read through your answers from the last exercise and try to imagine them with all your senses. Your vision can be "utopian".

Capture your vision creatively: Cut out photos and snippets and create a collage, make a drawing, write a short story or a diary entry ... Decide for yourself how you want to do it.



Research on the internet if other schools, cities, countries, ... have come to similar conclusions. Show and explain your utopia to your classmates.





### 3.1. Changemakers improve the world

*Changemakers are persons, groups, companies or organisations who want to change their environment for the better. They try to find solutions for social and ecological challenges.*



Get to know some of the changemakers' ideas. Which of the 17 Sustainable Development Goals do they match? Add the SDGs to the ideas (number and title).

**Wadi by Helioz** → **SDG No.** \_\_\_\_\_

Wadi is a small device that helps to purify drinking water. Place it alongside a PET bottle of water and expose it to the sun. The sun's UV-radiation eliminates germs in the water. Wadi shows you if it is safe to drink the water.



**WeFood** → **SDG No.** \_\_\_\_\_

WeFood is a special grocer's shop that sells goods that have exceeded their "best before" dates but are still edible. The products are sold at half price. The proceeds go to charity.



**Tree Adoption Uganda** → **SDG No.** \_\_\_\_\_

Tree Adoption Uganda plants trees – to combat climate change. Companies buy the trees to compensate for their CO2 emissions. The profits are used to support young people who want to start a business.



**Qualitätszeit (Quality time)** → **SDG No.** \_\_\_\_\_

Qualitätszeit offers workshops on how to use the internet, smartphones, tablets or computers. People such as senior citizens learn from digital natives, i.e. young people who grew up with the digital media.



**Khan Academy** → **SDG No.** \_\_\_\_\_

The Khan Academy provides free learning materials, such as videos and exercises, from different subjects for all age groups. That way learners are able to study at their own pace outside of school – all they need is a computer and internet.



**The Street Store** → **SDG No.** \_\_\_\_\_

By hanging up posters, a public place is turned into a Street Store. People can donate clothes, and homeless people can choose something to wear - just like in a real shop. Organise your own Street Store!



All examples have been taken from the "Changemaker" card game. There you will find even more ideas on how to make the world a better place. The card game can be ordered in English at <https://www.ifte.at/shop/changemaker>.





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



Accept the challenge – together with others! Get together into small groups and collect as many effective solutions as possible to the following SDGs.



What can you do to reduce the amount of food landing in the bin?

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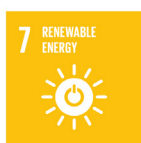
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There are children and teenagers at school and in your neighbourhood that have learning difficulties. How can you help them?

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What can you do to use less electricity?

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Cities around the world are growing fast and strong. What can you do to make life in the city more harmonious and more sustainable?

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How can you act responsibly and sustainably when you go shopping?

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Climate protection concerns us all. What can you personally contribute?

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Present your ideas to your class. Which ideas do most students like? Use the applaud-o-meter to vote: The more approval, the louder the applause.



### 3.3. Which challenges are there in your environment?



Form groups and choose a challenge you have identified in your environment – at home, at school, in the neighbourhood – that matches one of the 17 SDGs.

- Write the challenge or the problem into the innermost box.
- Write what it would be like if the problem had already been solved. How would you notice? What would have changed?
- Write all ideas that could help to solve the problem into the middle box.



Place your boxes clearly visible somewhere in class. Walk around the classroom and read through the ideas of the other groups. Add your own ideas.

To conclude, present your boxes and the best proposed solutions.



In the **A2 Idea Challenge** you learn how to use the Design Thinking method to further develop a solution. The challenge can be downloaded at [http://www.youthstart.eu/en/challenges/finding\\_solutions\\_with\\_the\\_design\\_thinking\\_method/](http://www.youthstart.eu/en/challenges/finding_solutions_with_the_design_thinking_method/). [www.flipchallenge.at](http://www.flipchallenge.at) (Entrepreneurship Challenge) provides a complementary digital tool (German only).



### 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.** Be part of the solution!

- Do you want to start a project - on your own or together with others - and implement one of the proposed solutions?
- Or would you rather make your life more sustainable by changing small things in your everyday life?
- Or even both?

Whatever it is you decide – **your contribution matters!**

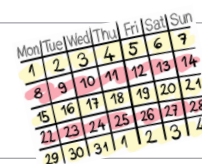


Choose a challenge and set a goal for yourself.

Describe how you want to reach this goal.



Set a timeframe during which you will work towards reaching your goal.



Watch the progress you make in this period of time and take notes of how well you can do what.



After this period has passed, talk to others about how you did and whether or not you managed to reach your goal. If necessary, adapt your goal and describe what you have to change in order to reach it after all. Which difficulties or obstacles did you encounter?

How can you overcome them?



Made it? Choose a new challenge and set a new goal for yourself! Only if we all make our contributions **regularly**, can we jointly reach the 17 Global Goals!



## 4.1. Questionnaire for the My Community Challenge

You have learned a lot about the 17 Sustainable Development Goals and discovered different possibilities of how people fight to achieve them. You have dealt with the challenges that are linked to the SDGs. You have thought about the future and developed a positive vision. You have developed a solution for a specific problem in your environment.

1. Which of the 17 SDGs do you find especially important? Why?	
2. Which ideas might help to advance these goals?	
3. What can you do to live a more sustainable life?	
4. Which of the above will you implement?	
5. What is your motivation to contribute to a better future?	
6. What will be your contribution?	



Talk to others about your answers.



### 4.2. How well can you do that already?



Carefully read the sentences below and think about how well you can do these things.  
Mark the area under the symbol that fits best.

Here is what the four symbols mean:



I can do that in most cases.



I can do that in some cases.



I can rarely do that.



I need a lot more practice for that.

I understand the importance of the SDGs.				
I am able to name and explain some of the SDGs.				
I am able to give reasons for why they are important.				
I am able to create positive visions of the future.				
I am able to give examples for what people and organisations contribute to the achievement of the goals.				
I am able to develop my own ideas on how to solve challenges related to the SDGs.				
I am able to identify challenges and problems in my environment.				
I am able to develop solutions for problems in my environment.				
I have adopted a sustainable lifestyle.				
I am involved in a project that aims at solving a problem in my community.				
I assume responsibility for my community and for our planet.				

## 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](http://www.flipchallenge.at) (Entrepreneurship-Challenge) (German only)
- Video "Recognising challenges": [youtu.be/VONVm0q8pul](https://youtu.be/VONVm0q8pul) (in German)

All Challenges of level A2 are also available in a printed version in German.

You can find them at [www.jugendstaerken.at](http://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](http://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 You<sup>th</sup> Start *mindfulness programme*.



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