YOU AND THE GLOBAL GOALS

Through the UN, the world's leaders have agreed that everyone must work on many fronts to achieve a better world. They have committed to 17 global goals in order to achieve fantastic things by 2030, including eradicating extreme poverty, reducing inequality and injustice and resolving the climate crisis.

1. Talk about the Global Sustainable Development Goals. Explain that the goals are all interlinked. They impact on one another and it is difficult to achieve one goal without achieving another. If we focus too narrowly on one goal, it can be difficult to achieve others. Consequently, it is important to take a holistic approach.

2. Get the students to read about litter and waste in rich and poor countries, and about debt slave Nisha and garbage picker Sidra in Pakistan.

3. Get the students to work in pairs or groups. They begin by exploring issues relating to one of the global goals, based on the life situations of Nisha and Sidra.

4. The students go on and explore in the same way how other goals are interlinked with the girls' situation and how the goals impact on one another. They could draw a mind map or cut and paste to illustrate the connections.

Support

Use the table as a basis for the work. It contains questions relating to some of the goals.

1	**NO POVERTY** How does being poor affect Nisha and Sidra and what impact does poverty have on waste management or the amount of litter on the ground? What other Global Goals can more easily be achieved if poverty is reduced? How? ▶ Link to, for example, Goals 3, 6, 10, 11, 12
3	**GOOD HEALTH AND WELL-BEING** Nisha and Sidra live in an environment filled with litter. In what way do you think this affects their health and well-being, for example, when playing outdoors, or when disease is spread by rubbish? How can people's health affect/be affected by the other goals? ▶ Link to, for example, Goals 1, 4, 5, 6, 10, 11
4	**QUALITY EDUCATION** How can schools help Nisha, Sidra and their contemporaries around the world become a *No Litter Generation*? What is important to learn in school so that we can achieve the Global Goals by 2030? ▶ Link to, for example, Goals 1, 3, 5, 6, 10
5	**GENDER EQUALITY** Nisha and Sidra are learning about the equal rights of girls through World's Children's Prize and fighting as the *No Litter Generation* for a cleaner and healthier environment. How can increased gender equality contribute to factors such as more peaceful communities, reduced poverty and littering? ▶ Link to, for example, Goals 3, 4, 6, 10, 16
6	**CLEAN WATER AND SANITATION** How is the right to clean water and sanitation affected by littering and poor waste management? How can girls like Nisha and Sidra obtain more knowledge about the dangers of dirty water, for example? ▶ Link to, for example, Goals 1, 3, 4, 5, 8, 10, 12
8	**DECENT LIVING CONDITIONS AND ECONOMIC GROWTH** What is meant by decent living conditions? Do Nisha and Sidra have decent living conditions? How could things be better? Do you think that people would litter less where they live if they had better living conditions? ▶ Link to, for example, Goals 1, 3, 4, 5, 6, 10
10	**REDUCED INEQUALITIES** Nisha and Sidra's lives show how circumstances differ for children around the world. And that poor countries can find it difficult to manage litter and waste. Sometimes they also handle hazardous waste from rich countries. How can this be changed? ▶ Link to, for example, Goals 1, 4, 5, 11, 12
11	**SUSTAINABLE CITIES AND COMMUNITIES** Nisha and Sidra live on the outskirts of a big city. By 2030, 6 out of every 10 people in the world will be living in cities. Many people are forced to move away from rural areas due to poverty. How can cities become more sustainable? ▶ Link to, for example, Goals 1, 4, 5, 8, 12, 13, 14, 15
12	**RESPONSIBLE CONSUMPTION AND PRODUCTION** Consumption and production of goods often has a major environmental impact and can lead to increased littering. What differences are to be found in methods of consumption and production in different parts of the world? Why? And can your consumption have an impact on companies' production? ▶ Link to, for example, Goals 4, 8, 11, 13
13	**CLIMATE ACTION** Our way of life and how we use energy has an impact on the climate. Do you, Nisha and Sidra have very different impacts? Do different countries have different levels of impact on the climate? What can you or your school do to help achieve the goal? ▶ Link to, for example, Goals 1, 6, 7, 11, 12
14	**LIFE BELOW WATER** A large percentage of the litter we generate ultimately ends up in the oceans, and is hazardous to all aquatic life. What can you do to reduce the amount of litter that ends up in the oceans? In what other ways is the marine environment affected by humans? ▶ Link to, for example, Goals 6, 8, 12, 15