



# SDGs

A book of action for  
educators & young learners



UNDP is the leading United Nations organization fighting to end the injustice of poverty, inequality, and climate change. Working with our broad network of experts and partners in 170 countries, we help nations to build integrated, lasting solutions for people and the planet.

In India, we have been working for seven decades in almost all areas of human development. Together with the Government of India, we work towards eradicating poverty, reducing inequalities, protecting the planet, enhancing community resilience, and accelerating sustainable development for all.

With projects & programmes in every state and union territory in India, UNDP works with national and subnational governments, and diverse development actors to deliver people-centric results, particularly for the most vulnerable and marginalized communities.

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# SDGs

**A book of action for  
educators & young learners**





# Foreword

It is with immense pride and joy that I introduce you to this handbook on the Sustainable Development Goals (SDGs), crafted specially for students and mentors.

The SDGs are commonly referred to as the collection of seventeen global goals for improving the planet and protecting its people. However, the SDGs are not just a set of ambitious goals; they are a call to action for humanity. The 17 goals encompass a broad range of critical issues, from eradicating poverty and hunger to promoting quality education, clean energy, and gender equality. They are the blueprint for a sustainable, prosperous, and equitable future by 2030.

This book comes at an opportune moment when the world is at a critical juncture in the journey to meet these global aspirations. A major strength of this book is that it goes beyond mere definition and facts. It kindles the fire of curiosity within you, encouraging you to delve deeper into the issues that matter.

I commend the authors for presenting the goals in a lucid manner with participatory narrative and engaging content. Through simple, age-appropriate activities and inspiring stories of people who have already taken impactful strides, the learners are nudged to appreciate the power of collective action and unleash the immense potential that lie in their hands.

I am confident that this book will motivate young minds to take the first step towards making a positive difference. It is an excellent opportunity to discover your passion, identify your unique strengths, and join a global community of change-makers. May it serve as a compass on the path towards shaping our future and fulfilling the promise for a fair, just, and sustainable world - for all.

I earnestly request parents and teachers to join hands with the young learners as they embark on this exciting journey.

23.08.2023

Meenakshi Kathel  
Chief Advisor (SDG Acceleration)



# Preface

After months of rigorous research, we are elated to dedicate this handbook on the SDGs to the student community. With boundless optimism and the power to motivate, you are the drivers of change for a promising future. This handbook is our humble attempt to better equip you to address global challenges on a local scale.

Whether you are home, in a classroom, or within your community - your actions matter. This book has therefore been conceived as a “book of action” that encourages you to translate ambitions into actions. It is designed to help you think beyond the classroom and realize that learning extends to all aspects of life. It is also a guide for educators to help students champion the SDGs.

As you browse through the pages, you will learn about the 17 SDGs through stories, real life examples and hands-on activities. We believe that learning must be fun and hence an interesting array of additional learning materials in the form of games and posters themed on the SDGs have been designed for our young readers. You may explore these at [www.sdgknowledgehub.undp.org.in](http://www.sdgknowledgehub.undp.org.in).

By the end of the learning curve, we hope you will be able to better understand the intricacies of the SDGs, appreciate the interconnectedness of the goals and their relevance to your own life.

Knowledge has the power to effect transformative change. Therefore, you are encouraged to spread word, share ideas, and collaborate with like-minded individuals working towards common goals. We need as many hands as possible to steer us through the next seven years and beyond. And we trust our young learners to lead the way to a world where the SDGs are not just aspirations but everyday realities.

Finally, million thanks to the exceptional team at ITOWE for being the most incredible co-creators. Thank you for the tireless research and enriching discussions. Sincere gratitude to Charcoal-The Studio, for bringing life to our content through their illustrations.

Happy learning!

23.08.2023

Vidya Chakrapani Warrier  
SDG Associate (Knowledge Hub)



# Acknowledgement

The world has seven years left to achieve the ambitious Sustainable Development Goals (SDGs). Students – our future leaders and change makers - are important stakeholders in the SDG journey. Provided with the necessary skills and opportunities, young people can be a driving force in supporting sustainable development. This Handbook is part of our endeavour to make available adequate resources on SDGs for all stakeholders and ensure their active involvement in the fast-tracking of the Global Goals.

We thank the community of educators and students who inspired us to come out with this book and hope that it will encourage readers align their activities with the SDGs.

This handbook would not have been possible without the unwavering support from our partners. Our deepest thanks to the excellent team at ITOWE Development Foundation for their dedication and passion in co-creating this wonderful learning resource. We are equally grateful to the amazing bunch of creative minds at Charcoal-The Studio for the intriguing creatives and designs.

Our heartfelt gratitude to colleagues from the Communications Team – Mr. James Jose and Mr. Abhir Avasthi – for their valuable inputs on the design elements and Ms. Aiswarya S Kumar for her feedback during the final review.

Finally, sincere appreciation to my colleague Ms. Vidya Chakrapani Warriar for remarkably shouldering the responsibility of developing this book into the form you see today.

23.08.2023

Jaimon Uthup  
Policy Specialist (SDGs)



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# Introduction

*“Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”*

Today our world faces unprecedented challenges of poverty, hunger, widening social and economic inequalities, outbreaks of diseases with pandemic potential, armed conflicts and violation of human rights. From weakening economies and rising rates of unemployment to massive environmental threats such as increased levels of pollution and destructive loss of biodiversity, the socio-economic and environmental fabric of the world is at risk. Although these appear to be concerns and challenges of varied nature requiring a basket of assorted solutions, there are several common threads and interconnected strategies that would offer solutions to these seemingly diverse problems. The interdependencies of the economic, environmental, and social justice elements of our world require new ways of thinking and taking action that will truly create a future where human society and nature coexist, where the suffering caused by poverty and natural resource abuse is eliminated, and where all voices are heard beyond any inequalities. This is the essence of sustainable development.

Sustainable development calls for concerted efforts towards building an inclusive, sustainable, and resilient future for people, prosperity, and the planet. It has been defined by several agencies in several ways. But all definitions of sustainable development require that we see the Earth as a system—a system seamlessly connected beyond the boundaries of space and time! When we think of the world as a system beyond space and its boundaries, it helps us understand how pesticides sprayed in a land-locked region could harm fish in the ocean. And when we think of this Earth as a timeless system, it helps us understand that the choices and decisions that our ancestors made regarding consumption patterns continue to impact the land, rivers and the food cultivated till date. It is therefore evident that the way we choose to live, grow and develop today, will leave impacts and imprints on this planet for generations to come.



## 2030 Agenda for Sustainable Development

Sustainable development forms the core of the 2030 Agenda, a remarkable and transformative global plan of action to heal and secure our planet. Adopted by all member States of the United Nations in 2015, the 2030 Agenda provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership.



The 5 pillars of sustainable development and the 17 SDGs

## The 17 Promises

Guided by the principle of 'leave no one behind', the core tenet of the 2030 Agenda, the SDGs span an ambitious range of aspirations to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere. The 17 SDGs are structured around the five pillars of sustainable development and are quantified by 169 targets to be achieved by 2030.

The world has already crossed the halfway mark in the journey to achieve these targets. We have another 7 years left to deliver on the promises. While there have been significant gains in many sectors such as Water, Sanitation and Hygiene (WASH), infrastructure, and energy, concerted efforts from all stakeholders are necessary to seal the gap in key sectors such as nutrition, gender and climate action.

And it is here that action for sustainable development has a crucial role to play. As key agents of change and the leaders of tomorrow, we trust our young learners to take this journey forward successfully. Armed with the right knowledge and resources, we urge you to spread word on the SDGs and do your best to achieve them within the stipulated time.

This **Book of Action for SDGs** has been designed to (a) share relevant information and ideas about youth actions for the SDGs with school students; and to (b) equip educators with India and youth relevant information on SDGs and with pedagogically sound activities that will help the educators bring SDGs into their classroom teaching-learning process.

In the subsequent chapters of this book we bring to you the 17 SDGs, one-by-one, sharing with you the rationale of each SDG; some stories from across India on what is being done to achieve the Goals; and ideas of action for SDGs by youth. Each chapter closes with a set of classroom activities that educators could conduct in their classrooms.

We hope that this **Book of Action for SDGs** would inspire young Indian citizens to keep these 17 promises of transforming the Earth into a sustainable, resilient, and equitable planet, where every voice matters!

**“ “ Dream, Dream, Dream.  
Dreams transform into thoughts  
And thoughts result in action.” ”**

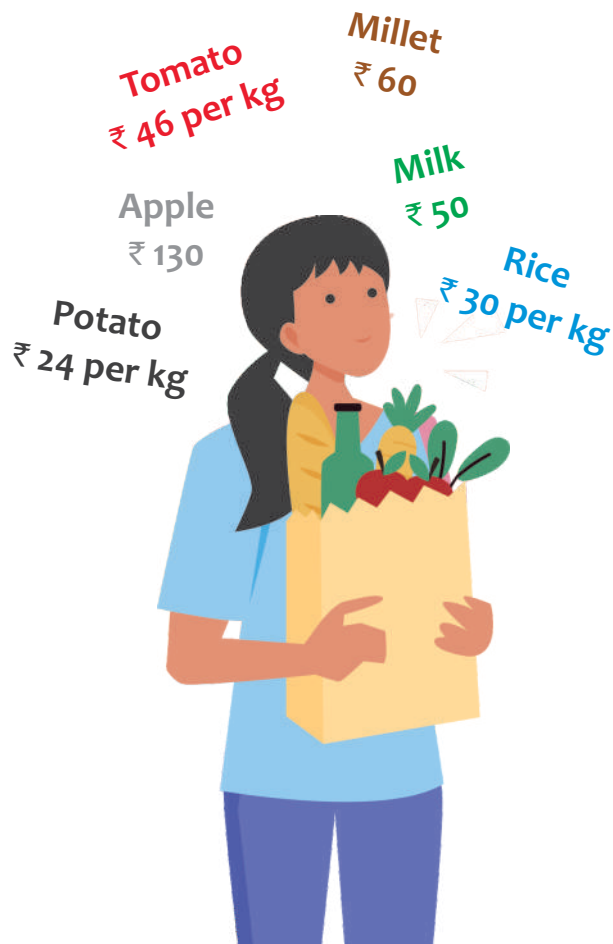
Dr. A P J Abdul Kalam



# No Poverty

End Poverty in all its forms everywhere

1 NO POVERTY



? **If you had all but a hundred and fifty rupees with you to survive this day of your life by yourself, what would you like to buy with it?**

What thoughts came to your mind? Water, food, hygiene & sanitation products, clothes? Maybe you would omit water from the list, as you may think of using a public drinking water facility to save some additional rupees for food; but remember 'food' is not 'a single product' to be bought, instead our daily food needs have a list of multiple types and variety of food items.

Reconsider the question—with a hundred and fifty rupee only, would you be able to survive this day of your life well? How do you define 'well'?

## What makes Poverty an emergent problem?

SDG 1 is about ending extreme poverty (a situation of having less than USD 1.9 for daily consumption). It is about helping all live a healthy, fulfilling life with dignity.

SDG 1 states, “end poverty in all its forms, everywhere”. What does the phrase ‘in its all forms’ imply?

Poverty can look different in different places. For example if a girl child is unable to go to school for reasons other than money, say distance of school from home, or unsafe travel, then such a situation inflicts poverty on the girl child.

Similarly, if a woman is deprived of making key decisions in her life, like higher education, marriage, job etc., then she is poorer than a man. Typically the female gender, due to social norms, taboos and practices, is rendered the poor gender. Gender-based discrimination can aggravate poverty by depriving girls and women of fundamental human rights.

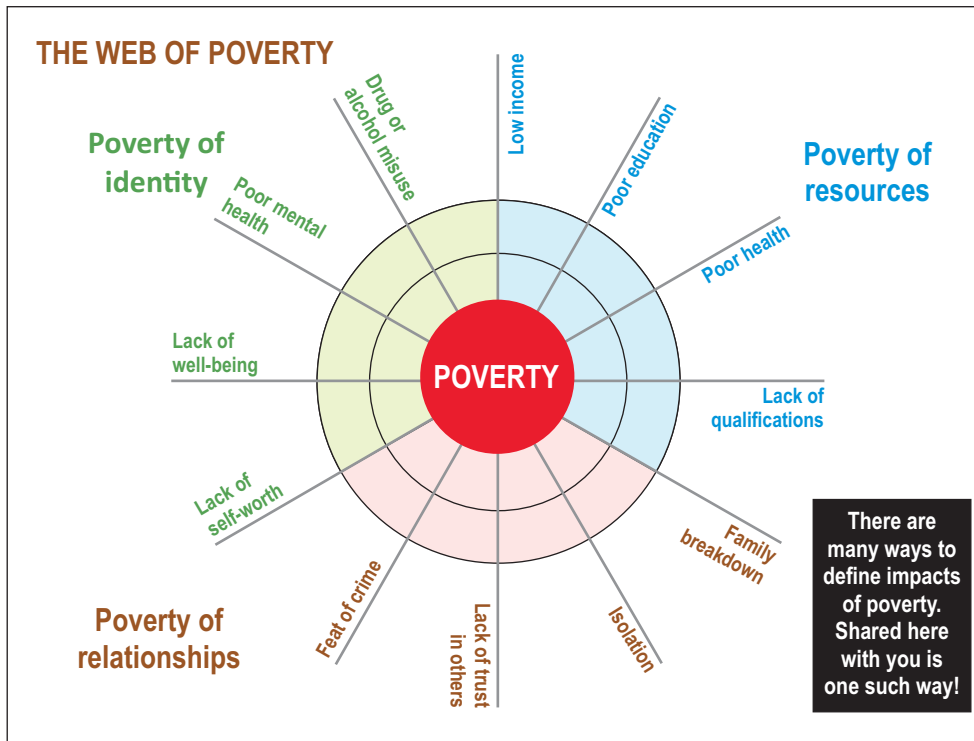
Further, poverty can prevail across generations and therefore can impact the progress and development of a nation for decades and generations to come. For example, healthier babies of today would be efficient and productive workers of tomorrow. Thus high prevalence of poverty today can lead to poor GDP (Gross Domestic Product) of tomorrow.

The number of poor people in India fell by about 415 million between 2005-06 and 2019-21, a historic change and a demonstration that the Sustainable Development Goal target of reducing poverty by at least half is possible to achieve, even at a large scale, according to the UN.



## Is Poverty prevalent?

The concept of 'poverty' has many dimensions—ability to access resources such as food, housing, access to education, employment; ability to manage personal and professional relationships; and the ability to participate in social processes, political processes; and to make choices about one's own life, etc. Most of these abilities are interlinked with one's income and expenditure ability!



## Do you Know!

*Since poverty threatens one's ability to survive, extreme poverty often leads to rise in crime! Societies, nations and cities with higher unequal distribution of resources & wealth, are prone to higher rates of crime, more anti-social activities and higher social unrest.*



# Targets under SDG 1



# They did it!

## Care to Share!

Donate what you think is ‘over-consumption’ on your part! By reducing your ‘wants’ you can help someone meet their basic needs.

For example, the city of Ahmedabad, through ‘Maanavta ki Deewaar’ encourages its citizens to leave behind their unused clothes, to be picked up by people who need clothes and wish to re-use these.

The initiative also encourages citizens to share ‘left-over/additional medicines’ in a Box for those who cannot afford to buy the needed medicines.

RadioMirchi began the campaign by providing residential societies a common refrigerator where left-over but good quality food can be stocked for anyone who could not afford a cooked meal that day!





# You can do it too!

1. We can contribute to ensure that there is equal access to:
  - a. Opportunity to work and earn.
  - b. Essential services like food, housing, health, education, transport.
  - c. Ability to ensure life insurance.
  - d. Communication technology.
2. You can volunteer your time for social activities.
3. Offer your services at facilities like old-age homes and orphanages.
4. Be a part of voluntary services through initiatives like:
  - a. Bharat Scouts & Guides.
  - b. National Social Service.
  - c. When called for by your city municipal corporation, or town/village administration authorities.



# Activity for the budding SDG Champions



## Alladin's lamp

### Purpose

To help students understand 'needs and wants' and their impact on the society.

### Methodology

- Make groups of 5-6.
- Tell each group to imagine that if they had Alladin's lamp, with three wishes granted to them, what would they wish for and why?
- Tell the groups to discuss the possibilities of their wish list among themselves.
- Now tell them to start prioritising the list and arrive at the final three, as the group's wish list.
- Ask groups to briefly present their final 3 wishes and the reasons for keeping those wishes on priority.
- Discuss with them, what does a human need to live healthy, happy and with dignity. These are 'human needs', rest are all our wants. It is not wrong to have 'needs' but when the proportion of 'needs' begin to blow-up, that's when problems also begin to creep in. Ask them to ponder over on thoughts like—by consuming more than 'your needs', are you 'eating into someone else's resources'?
- Ask them to think, if their lifestyle choices are making someone else deprived in meeting their basic needs?



# Activity for the senior SDG Champions



## Help them jump out

### Purpose

To enable students act for poverty alleviation.

### Methodology

This is an individual and personal activity.

- Tell all your learners to make a list of people who help them live their everyday life with comfort and quality. Give them examples, it could be a vegetable vendor, a driver, or even a domestic helper, or even a friend.
- Now ask them to write this persons' name in the centre of a plain paper sheet.
- Ask them to think about the worst form of poverty that this person faces—for example in terms of domestic worker, it could be 'exclusion from the mainstream society'; or for a friend it may be 'poor ability to make decisions' etc.
- Once the key form of poverty has been identified, they should now write (around that name written in the centre) the ways in which they can help this person come out of poverty—it may be by helping them in their studies; helping them enhance digital literacy; helping them open a bank account, etc.
- The only condition for deciding on the help is 'they cannot give money' to the person.
- Let the learners, by their own choice, share their sheets of paper with others!
- Remind them that poverty has many dimensions and that we can all help at least one person reduce their poverty levels by lending them 'non-monetary' support.





# Zero Hunger

End Hunger, achieve food security and improved nutrition and promote sustainable agriculture

2 ZERO HUNGER



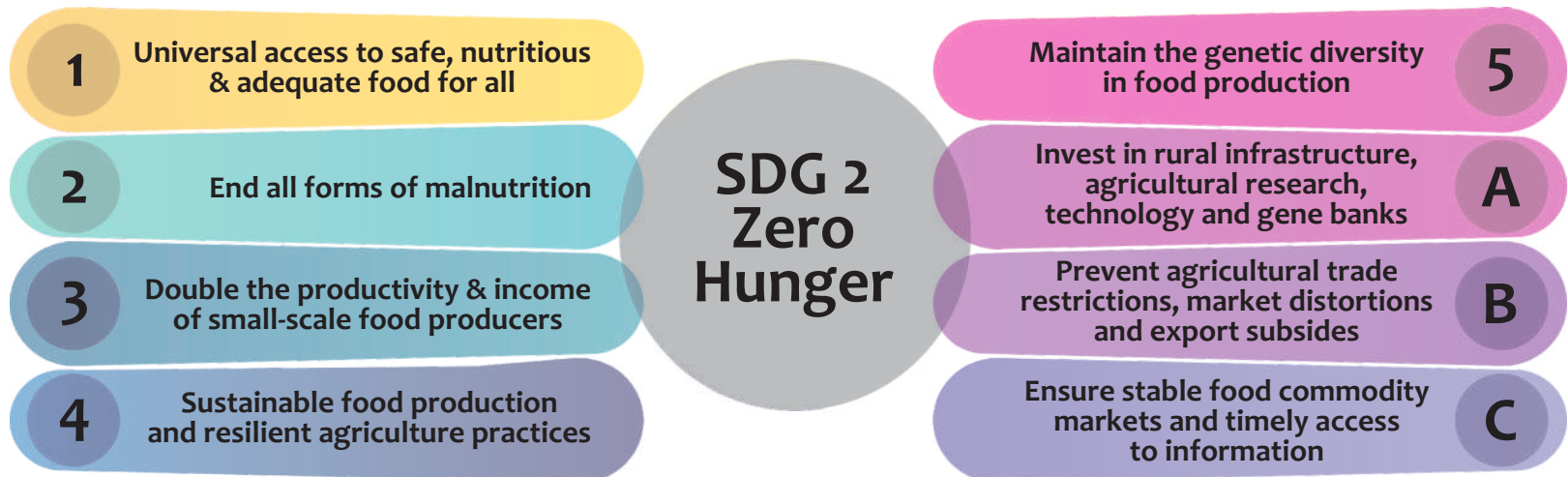
**Wondered about those breaks in your school time-table!**

*Think about your school time-table. You use it everyday to pack your bags, right?  
Does it look like the one given below?*

PERIOD	1	2	3		4	5		6	7		8	9
TIMINGS	8.15 to 8.55 am	8.55 to 9.35 am	9.35 to 11.15 am	11.15 to 11.25 am	11.25 to 12.05 pm	12.05 pm to 12.45 pm	12.45 to 1.30 pm	1.30 to 2.10 pm	2.10 to 2.50 pm	2.50 to 3.00 pm	3.00 to 3.40 pm	3.40 to 4.20 pm
MON				B			L			B		
TUE				R			U			R		
WED				E			N			E		
THU				A			C			A		
FRI				K			H			K		
SAT												

Have you ever wondered why there are 3 breaks in the time table? How are these breaks decided? Do you know, there is science to these breaks? Yes the science of our digestive system. After a meal, our gastrointestinal tracts slowly empty by pushing the food through the stomach and the small and large intestines. This process takes around 130 minutes. Approximately after 2 to 2.5 hours of eating, our brain picks up messages from our stomach and tells us that it is time for our next meal. This is the basis of the very well placed short breaks and a longer lunch break in the school time-table. However, about 35,00,00,000 (350 million) children in the world and their families face extreme poverty and hunger every day<sup>1</sup>. SDG 2 is aimed at creating a world free of hunger by 2030. Specifically, SDG 2 aims to “end hunger, achieve food security and improve nutrition and promote sustainable agriculture.”

## Targets under SDG 2



Source 1: <https://www.wfpusa.org/articles/10-facts-child-hunger/> — United Nations World Food Programme



SOME PEOPLE HAVE SO MUCH FOOD THEY THROW PART OF IT AWAY, WHILE OTHERS HAVE TOO LITTLE.



EATING ONLY ONE KIND OF FOOD LEADS TO MALNUTRITION



HERE'S WHAT WE CAN DO ABOUT IT!

**REDUCE MALNUTRITION**  
BY RAISING AWARENESS  
AMONG PARENTS,  
CHILDREN AND THE ELDERLY



**PREVENT  
NATURAL DISASTERS**  
SUCH AS  
FLOODS AND  
DROUGHT



**SUPPORT SMALL FARMERS  
AND LOCAL GROCERS**



**PROTECT VARIETY  
OF CROPS  
AND  
FARM  
ANIMALS**



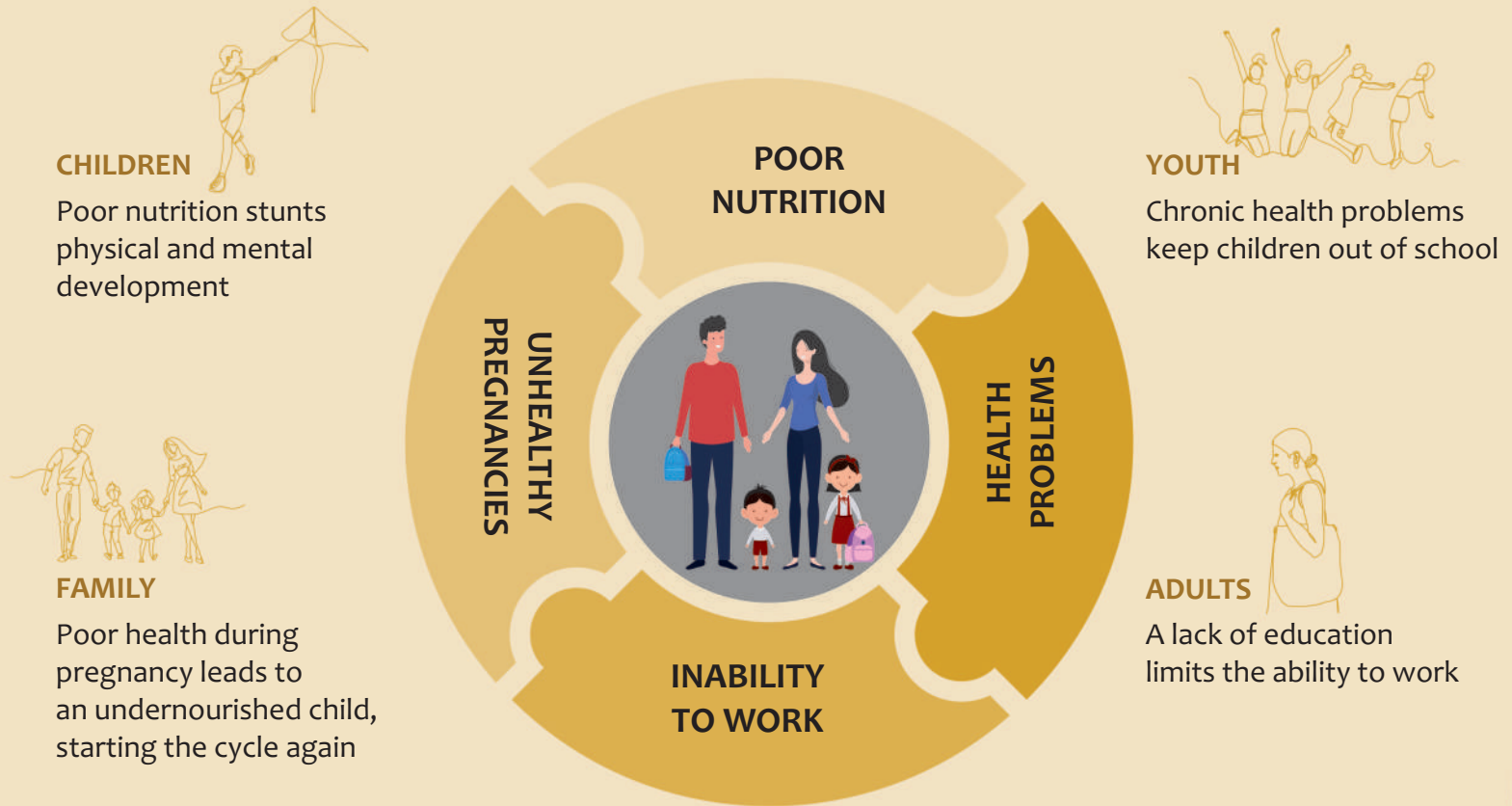
## Do you know?

- Three billion people cannot afford a healthy diet, and two billion are overweight or obese.
- Globally, October 16 is celebrated as the 'World Food Day'.
- Millions of people across the globe suffer from hunger because they cannot afford to buy or grow their own food. Therefore, poverty and high inequality in income are the two root causes of hunger.
- 'Undernutrition'—too less food, and 'Obesity'—too much food; are two sides of the same coin called 'malnutrition'.
- Malnourishment during 0 to 2 years can severely impact a child's growth (physical as well as mental), leaving the child stunted, in some cases this can leave them impacted for life.

Source: <https://www.un.org/en/actnow/facts-and-figures>

# THE CYCLE OF HUNGER

The impacts of poverty driven hunger form a vicious cycle that stays across generations.



# They did it!

## Let us feed Bengaluru

'Let us feed Bengaluru' provides a very simple solution to the challenge of hunger—cooking a little extra food in every home.

“We conduct food drives once every month. Whenever we have a food drive all we do is ask our donors to cook a little extra food that day. The food is packed in the containers we provide them. Volunteers then pick up the food from their doorsteps, bring it to the distribution site and give it to the hungry children and elders there”, explains Harshil Mittal, a young business executive and the Founder of *Let us feed Bengaluru*. Harshil started this initiative in October 2015, and today *Let us feed Bengaluru* feeds thousands of hungry citizens with the help of 750 registered volunteers.

Source: <https://yourstory.com/socialstory/2019/03/lets-feed-bengaluru-food-drive-nhdbvgauw> <https://www.thebetterindia.com/56533/lets-feed-bengaluru-hunger-in-india/>

## A meal that has brought millions of Indian children to school

The **Akshaya Patra Foundation** started its mid-day meal programme in June, 2000 by providing free mid-day meals to 1,500 children in 5 Government schools. Today, this organisation provides mid-day meals to 2 million school children in 22,367 Government schools. Today Akshaypatra has its presence in 66 kitchens across 15 States & 2 Union Territories in India. The Akshaypatra Foundation, has been recognized as the world's largest NGO-run mid-day meal programme.

*For fun and learning, you may want to find out what does 'Akshay' mean? And in Hindu mythology, what is the significance of 'Akshaypatra'!*





# You can do it too!

1. Do not waste food. Around 17% of the world's total food production goes to waste. And food waste can lead to resource waste, which leads to increase in poverty.
2. Serve yourself in several rounds—every time taking a small portion which you are sure of being able to eat.
3. As a family, work out recipes at home to re-use and eat left-over unspoilt food items.
4. Use natural ways (like sun-drying) to stock necessary but seasonal fruits/spices/vegetables; do not use frozen ones.
5. Ensure that you (and/or your family) take a shopping list when you go out to buy kitchen grocery. This will help you to avoid unnecessary spontaneous purchases.
6. Consume food before it expires.
7. Eat local and seasonal fruits and vegetables, as exotic food uses several time more resources than the local ones to reach your platter, and hence leads to poverty and pollution.
8. If you can, then try to feed at least one such person who has been starving.
9. Volunteer with agencies / initiatives / programmes which feed the hungry.
10. If you find someone begging, give them fruits/food instead of money.



INTERNATIONAL YEAR OF  
**MILLETS**  
2023

The United Nations declared the year 2023 as the 'International Year of Millets' on the recommendation of the Government of India.

In making this proposal to the global community, Prime Minister Shri Narendra Modi said,

*"India is honoured to be at the forefront of popularising Millets. Millet consumption furthers nutrition, food security and welfare of farmers."*

## Hunger & India: Some Ironies



India has transitioned from being a food-deficit nation to a self-sufficient food-producing country in the last 30 years. Food security is good.

With a six-fold increase in food grain production from 50 million tonnes in 1950-51 to nearly 300 million tonnes in 2019-20, India has become a net food exporter. India is the ninth largest exporter of agricultural products in the world.

Initiatives such as the National Nutrition Mission (NNM), the National Food Security Mission, the Zero Hunger Programme, the Eat Right India Movement, and efforts to eradicate hunger and ensure food fortification are being administered by the Government of India.

PM POSHAN (Poshan Shakti Nirman) Scheme provides one hot cooked meal in Government schools (earlier known as 'National Programme for Mid-Day Meal in Schools'). It covers all school children studying in Classes I-VIII.



India faces challenge of food safety concerns, particularly for the urban poor and migrants. Food contamination due to viruses and bacteria comes from untreated water, pest infections, poor environmental sanitation, poor hygiene, and poor waste management.

Land degradation constitutes a major threat to India's food security, and so does rapidly shrinking biodiversity. Large tracts of farmlands in India have become barren due to imbalanced fertilizer use and excessive use of a single fertilizer.

Due to social and economic disparities, nutrition, especially in women and children, is still an immense challenge.

The outbreak of COVID-19 has further impacted access to affordable, nutritious food. Closing of schools and anganwadis have affected the nutrition that children received through the mid-day meal programme.

# Activity for the budding SDG Champions



## Care to Share!

### Purpose

Help schools feed the hungry.

### Methodology

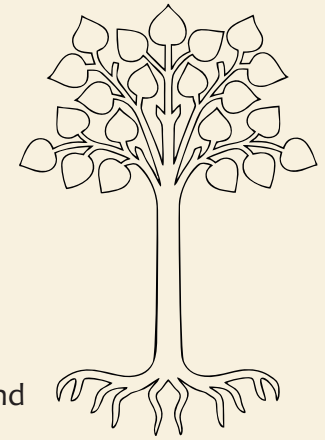
- Launch a 'Care to Share' club in your school.
- Make students of classes 6, 7, & 8 in-charge of the club.
- The mission of the club could be 'Care to Share to feed the starving ones'.
- The club should arrange for some large covered steel vessels/big food boxes (enough in number and design to carry at least a sabzi, chapatis and rice) and big fruit baskets/thailas too.
- Every alternate day (Mondays, Wednesdays & Fridays), the club should encourage all students to bring extra home-cooked meals and/or fruits in their lunch-boxes.
- The club members should have the additional food packed well in the large containers, and hand-them over to the school management.
- The management can then have the same sent out for hungry/starving children by having this food collected by a nearby orphanage and/or a private school for the underprivileged which cannot afford to serve mid-day meal to its students.
- Competitions can be announced and organised and a variety of prizes/announcements can also be given/made; this will keep the school students encouraged and motivated to contribute to the care to share initiative.
- The club can also initiate 'eat healthy, stay healthy' drive in the school.
- The club can also request a doctor or a nutritionist to come and address the school children on good nutrition and zero wastage practices.

## Some more ideas for the Club/school

- Organise a ‘no food wastage’ campaign by encouraging children to eat healthy, eat the right quantity and bring adequate amount of food in their meal boxes.
- Organise ‘best from the left over food recipe’ competitions in the school.
- Organise exposure visits for students to locations like a marketplace, large grocery store, local farmlands to interact with farmers etc. to learn about nutrients, crops, food and health.
- Mobilise a drive in the school to ‘donate a meal to initiate a food bank’ which could be tied up to a nearby orphanage or old-age home, etc.
- For senior class students (X and above), you can ask children to pick up projects on ‘food waste monitoring and reduction at home and in the community’.



# Activity for the senior SDG Champions



## A Tree of Solutions

### Purpose

To help students explore root causes of hunger.

### Methodology

- Let students work in groups of 6-8. Provide each group with some chart papers and sketch pens; and ask them to draw a large tree on the chart; Ask each group to have three rounds of discussions:
  - a. Discuss what impacts can 'hunger and starvation' have on: (a) children; (b) adults; and (c) their village/city/India; Facilitate this by giving some examples to the students; such as hunger can make a child weak and fall ill frequently, keeping her/him absent from school; or hunger can make an adult steal food/money; hunger can increase crime rate in my village / city. Tell them that the impacts they have listed, should be now written in the 'trunk of the tree drawn by them'.
  - b. Now ask the groups to discuss the possible causes of hunger—no income, expensive food, etc. Tell them to write these causes of hunger on the roots of the tree drawn by them.
  - c. In the last round of discussion, they should brainstorm on possible actions which can help solve the problem of hunger and starvation—they can form a group to share food with poor; they can raise money for 'end hunger' campaign, etc. Ask the groups to write these ideas in the leaves of the tree.
- Tell the group that what they did was a 'problem tree analysis' of the problem of 'hunger' and that they have been able to arrive at solutions which will target the roots of this problem. Ask each group to share and present their tree to others; let other groups engage in discussion with them.
- The teacher could conclude the activity by asking some questions like:
  - a. Is there something that can be done by a common person to reduce the problem of hunger?
  - b. Can the problem of hunger be solved? Can youth contribute to solving this problem?
  - c. Would each student like to follow one good practice/habit to help reduce hunger around?





# Good Health & Well-being

Ensure healthy lives and promote well-being for all at all ages

3 GOOD HEALTH AND WELL-BEING



**Have you ever heard anyone say, “I wish I was not healthy!”**



Isn't it obvious that everyone wishes to stay healthy; if there is no debate on it, then why should the world talk about health and dedicate an SDG to it? Before we get to finding out answers to 'why an SDG on health', let us try to think about how do you understand health and well-being?

'Health' is a commonly used term. You learn about it in your schools; you even have chapters in your science book which discusses health, illness and prevention of diseases.

Is health only physical? Have you read about mental health? What does yoga help us do? Try to find out more about the various dimensions of health and well-being.

# Targets under SDG 3

**3.1**

Reduce the global Maternal Mortality Rate to less than 70 per 100,000 live births



**3.2**

End all preventable deaths under 5 years of age



**3.3**

Fight communicable diseases



**3.4**

Reduce mortality from Non-communicable diseases and promote mental health



**3.5**

Prevent and Treat substance abuse



**3.6**

Reduce road injuries and deaths



**3.7**

Ensure universal access to sexual and reproductive health-care services



**3.8**

Achieve Universal Health Coverage



**3.9**

Reduce illnesses and death from hazardous chemicals and pollution



**3** GOOD HEALTH AND WELL-BEING



## Why worry about Health matters!

Access to good health and well-being is a human right. Ensuring healthy lives and promoting well-being for all at all ages is important to building prosperous societies. That is why the Sustainable Development Agenda offers a new chance to ensure that everyone can access the highest standards of health and health care— not just the wealthiest.

Let us come back to the question that we began with—if everyone wishes to be healthy, what exactly is the problem then? **To understand this, let us try to visualise (or recall) an ambulance moving on a crowded city road or a kuchcha village road! It faces a number of obstacles, such as traffic signals, traffic jams, pot holes, etc.,** before it can actually reach its destination. There are several hurdles to good health for all, the same is depicted on the next page.







# They did it!

## The Magic of 108!

On Aug 15, 2005—the 108 Ambulance Service was launched by Shri Venkat Changavalli, an Indian businessman from Hyderabad. The 108 Ambulance service has adapted India's very popular and successful call-center technology to cater to medical emergencies all over India.

The number 108 was chosen for the toll-free service because it is considered an auspicious number in multiple religions prevalent in India.

Today, 108, India's life saviour number has been serving the world's largest population for over 18 years, saving one and half million lives.

*Have you ever seen any 108 Ambulance moving on the road?*



Source: <https://www.dailyrounds.org/blog/the-108-ambulance-story-how-gvk-emri-has-revolutionized-emergency-services-in-india/>



## Making medicines affordable for all

For making reasonably priced quality generic medicines available for all Indians, the Government of India launched the Jan Aushadhi Campaign in 2008.

Under this Campaign, generic medicines are made available through dedicated sales outlets called Pradhan Mantri Bhartiya Janaushadhi Kendra in various districts of the country.

*Try to locate the Janaushadhi Kendra nearest to your house.*

# You can do it too!



1. Eat freshly cooked healthy meals instead of packaged and preserved food.
2. Follow a good exercise regime.
3. Go out for play and sports.
4. Follow personal hygiene practices and demand your family to follow the same.
5. When on road, ensure you give way to Ambulances on the go.
6. If you contract a disease or an infection, see a qualified doctor and follow her advice.
7. If you have a qualified medical practitioner in your neighbourhood, request her/him to give awareness talks for your residential society/village/school.
8. When receiving any health/infection related messages on social media, follow the 'fact check' step; do not spread and propagate rumours by forwarding unsolicited messages.
9. Initiate/join 'Health Club' of your school.
10. Offer voluntary time and services to a nearby government / public clinic or hospital.

## Do you know?

- *Yoga is an ancient physical, mental and spiritual practice that originated in India. Yoga emphasizes the values of mindfulness, moderation, discipline and perseverance.*
- *United Nations has declared 21 June as the International Day of Yoga with the aim to raise awareness worldwide of the many benefits of practicing yoga for human health and well-being.*
- *The declaration came at the behest of the Indian Prime Minister, Narendra Modi's address to UN General Assembly on September 27, 2014.*



# Activity for the budding SDG Champions



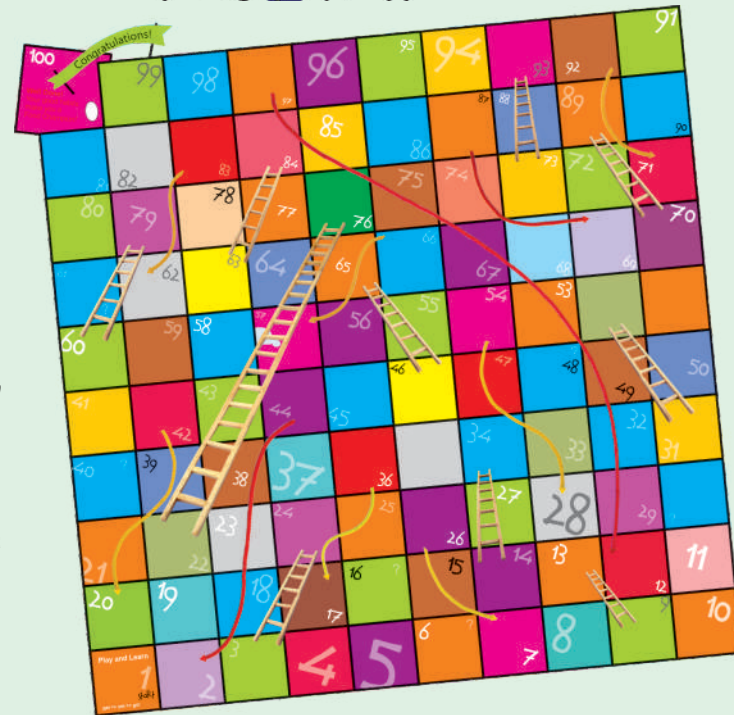
## Ropes & Ladders

### Purpose

Help students identify positive and negative factors influencing health & well-being.

### Methodology

- The game is very similar to the popular 'snakes & ladder' board game.
- The school should get this framework of the game painted on a large canvas fabric and create the dice on a pillow-like cube. (If the school building has space, then the board game can be painted in a school lobby/corridor permanently too).
- Provided here is a list of enablers and deterrents of health & well-being. Teachers may add more to this list, also have each of these printed large on A4 sheets, and have them laminated so that they last longer.
- Now you can let the students take turns to play this game in groups of 4-5 in each round.





## Health & Well-being: Individual Actions



### Enablers

You took Anti-tetanus serum when you fell down from the swing and got bruised

You washed your hands with soap and water before eating your meal

You shared a healthy meal with your friend

You did not bully your classmates

You ensured that your mother covered the food in the kitchen

You brought home-made sabzi-paratha/rice in school lunch-box

You did not cross the traffic junction irresponsibly

You preferred to have lemonade/butter-milk to cool off in summers

You stayed home and took rest when you contracted viral fever

You used a handkerchief to cover your mouth while sneezing

You emptied out all pots / holes in and around your house soon after the rains

You are a member of your school's health club

### Deterrents

You refused to carry home-cooked food to school for your lunch

You had packet of chips and biscuits during the lunch break for the last 4 days

You and 2 more of your friends undertook a pillion ride on the same bike

You decided to go to theatre to watch the latest movie despite having severe cough & cold

To quench your thirst you always prefer to drink aerated cold drinks

Your family threw garbage in the open plot located in the corner of your lane

You seldom cut your nails

You refused to take your younger sister to the clinic/PHC (Public Health Centre) for vaccination

You did not attend last 3 meetings of the school health club

You did not finish the course of antibiotics that your doctor had prescribed to you

You did not flush the school toilet after use

You did not give way to an ambulance the other day when driving your bike.

# Activity for the senior SDG Champions



## Be my Stress bucket Tap!

### Purpose

To help students learn ways of coping with stress.

### Methodology

- Organise the class into teams of 2; preferably give choice to the students to have their partners selected.
- Give each pair 10 minutes time to talk to each other: give them the condition that during these 10 minutes, both partners must talk one-by-one.
- A condition which must be maintained is the act of 'maintaining trust & confidentiality' and that what a pair discusses stays between them only.
- Tell them to decide which of the two partners will talk first and who would go later.
- Now that each pair is ready, tell them to talk about “a situation/thing which is bothering them the most right now”.
- Tell them that the non-speaking person must be an 'active listener' to the her/his partner; and if their partners seeks help/opinion/advice only then they should speak.
- After 5 minutes, ask them to change the roles—the speaker becomes the listener and vice-versa.



- After the two rounds of 5 minutes have been completed and both partners have talked to each other, call it a close of talking and sharing.
- Ask each student now to rate their 'happiness/mental relief/peace' on a scale of 1 to 5 with 5 being most peaceful and 1 being most stressed.
- Discuss, if overall, everyone in the class is feeling better than they felt before this activity.

Inform the participants that 'mental well-being' is an important part of 'overall well-being'. Stress and trauma can impact our health and lead to problems such as lack of sleep, drug abuse/addiction, binge eating disorders, increase in weight, hormonal imbalance, pimples, etc.

It is important that teacher tells the learners that it is normal to have problems and stress in life; that we all have our 'stress bucket', where we keep parking our problems and stress. However what is important is to not let this bucket over-flow; and to prevent this we must attach a tap at the bottom of our stress buckets.

In this activity, our 'listening partner' was indeed the TAP in our STRESS BUCKET, who helped us prevent our stress-bucket from over-flowing.

*Some more questions/probes/cues that teachers can use with senior students to help them think deeper about well-being are:*

- How is well-being measured?
- What are the most important lifestyle factors that contribute to a person's well-being?
- Is there a relationship between the standard of living of a community and the well-being of community members?
- What are some ways that a person or community's well-being can be improved?
- Is well-being related to things like depression and suicide?
- If you could do one thing to improve the well-being of the people in a community what would it be?
- What are some of the biggest challenges society faces today in terms of well-being?
- What are some things that you can do to improve your own personal well-being?





## Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4  
QUALITY  
EDUCATION



### Dhyana's story in her own words

Dhyana is a 15 year old girl, living in a village in Saurashtra region of Gujarat. Last year she completed her basic schooling by clearing class VIII with very good score from the Government School of her village.

Unfortunately, due to meagre family earning, Dhyana's parents had to ask Dhyana to discontinue her studies and help them at home. But Dhyana did not give up easily. Read the story below to learn about how Dhyana handled this situation:

“I asked my parents if they could talk to me. They agreed. I wanted this to be a positive and happy interaction. I was excited as well as anxious.

I began to share my needs with them. I said, "I want to go back to school, but the problem is the you want me to do household chores and take care of my younger siblings all day. And it is for this reason that I am unable to continue schooling.”

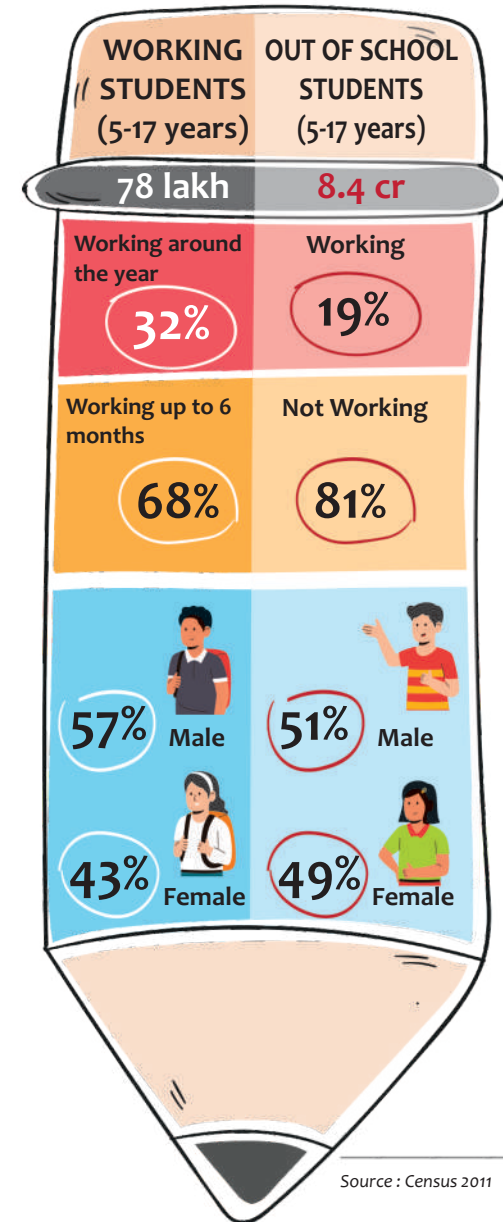




My parents showed me their perspective. My mother said, “Dhyana, you know that your father and I, both have to work all day to make ends meet—your father works in the farm during the day and makes pottery at night, and I have to go to the village bazaar during the day for selling these pots. You are the eldest child of the family, we therefore need your support for cooking food and looking after your brother and sister during the day, when we both are away to make some earnings.”

I said, “I know Maa and I understand that I have to share the responsibility with you and father. What if I take the responsibility of going to the nearby city bazaar, ‘Sunday market’, to sell these beautiful earthen pots made by father, once every week and bring home the same amount of income that you bring in the whole week from our village bazaar?” To Dhyana’s happiness, her parents agreed to her proposal. Dhyana has been able to resume schooling, and she also contributes to her family income by working on weekends!

Dhyana is not the only child to face the dilemma between schooling and taking care of family. There are millions of children in India and outside who are unable to go to school or continue schooling. There are several barriers to schooling and education. These may be due to infrastructure, poverty, war, political conflicts, etc. A lot of times, it is the social beliefs or practices which act as barriers too, for example in some communities / areas only boys are able to attend school, while girls have to stay at home or get married off at an early age.



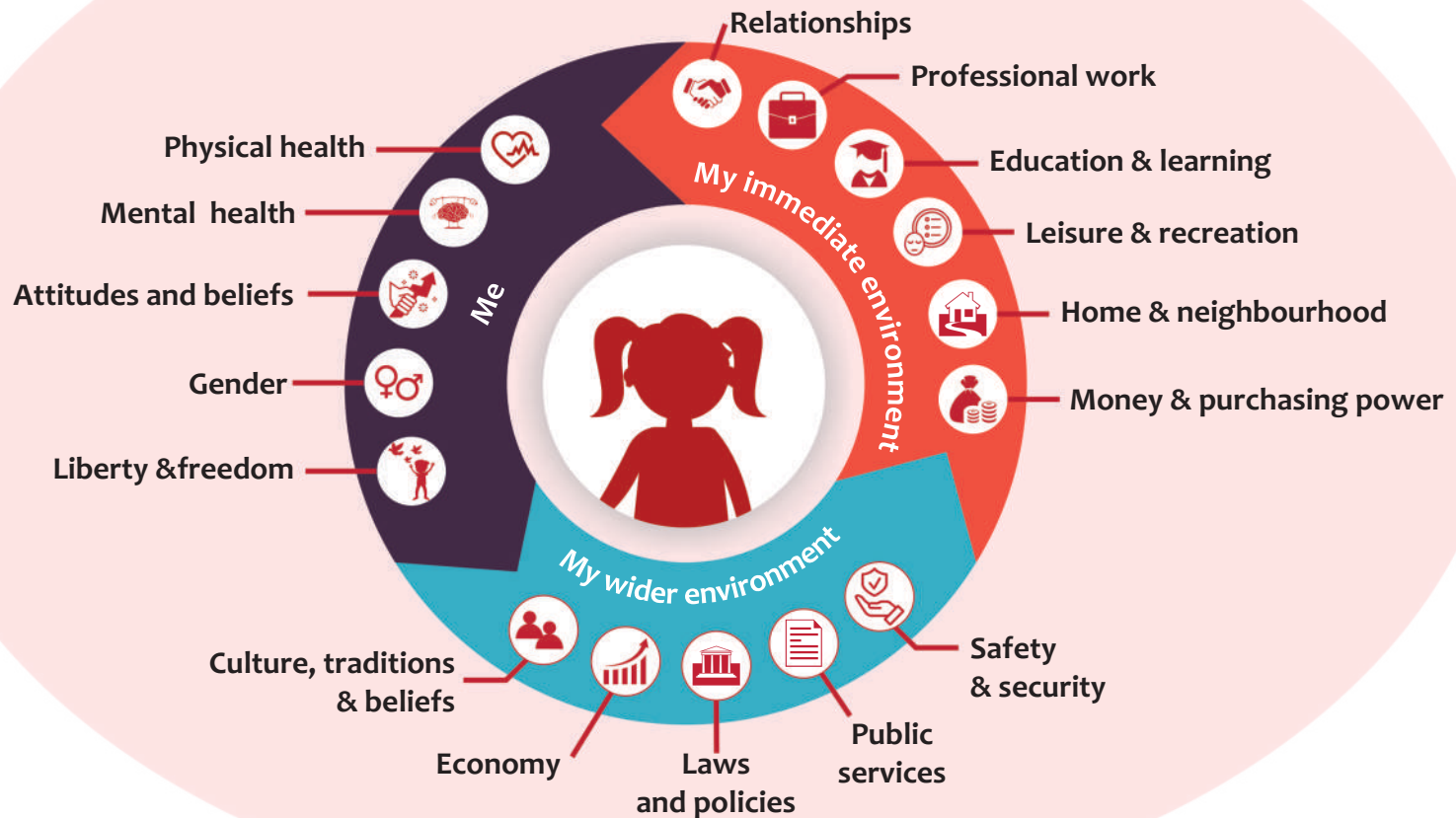
# Targets under SDG 4



## Significance of SDG 4

SDG 4 on Quality Education is about ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. There are many factors that drive the 'quality of life' of a citizen. Among these, 'education' is one of the factors. However, education is a 'super factor' too! It is so, because it drives the rest of the factors as well. Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. Education and learning benefits every human being and should be available to all.

# Education: A 'Super Factor'



Factors which Impact the Quality of Life

## Do you know?

- The development phase of human life-cycle, from birth to 6 six years is referred to as the 'early childhood' and 85 per cent of the brain growth occurs during this phase<sup>1</sup>. This means that the environment, experiences and exposure that are provided to a child during this phase leave an enormous impact for the rest of the child's life. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development.
- The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), 2009, is based on the fact that education is a fundamental right of every child between the age of 6 and 14 years. The Act shifts the responsibility of ensuring that every child in the age of 6 to 14 years has access to school and is provided with the necessary facilities like transport to school, mid-day meal, textbooks, etc. so that she is able to attend the school well. The Act also has a provision for special training of school drop-outs to bring them up to par with students of the same age.
- The most recent reform in the formal education system of India has been brought through the National Education Policy (2020). "The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background." – NEP 2020.

## NIPUN Bharat: The Fundamental Step

The main purpose of education is to develop skills, abilities, and concepts within a person to help them succeed independently later in life. An educator is thus entrusted with the responsibility of shaping and developing the human brain, both emotionally and academically, and thus, understanding the science behind the brain is critical to your success as an educator! Human brain requires stimulation and connection to survive and thrive. A brain without connection to other brains will shrink and eventually die, as a result, close supportive relationships stimulate positive emotions and learning. That is why it pays for teachers to create positive social experiences in the classroom. Early years of school learning lay the foundation for developing the future global citizens.

Towards this, a dedicated mission 'National Initiative for Proficiency in Reading with Understanding and Numeracy' (NIPUN Bharat) was launched by the Government of India on 5th July 2021. The aim is to ensure that every child in the country attains foundational literacy and numeracy up to Grade 3 by 2026-27.

### Learn to Learn

3-6 years

Play based learning  
to Pre-school/  
Anganwadi/Balvatika  
Early Childhood Education (ECE)



### Learn to Read

6-8 years

Grades 1, 2, & 3  
Foundational Literacy  
& Numeracy (FLN)



### Read to Learn

8+ years  
Grades 4+



# They did it!

## Learning During the COVID 19 Lockdown: Gujarat showed the way

During COVID 19 Lockdown, like all other establishments, the schools were also shut down. During this period, Gujarat showed the way by following the phrase—schools may be closed, but not learning!—by introducing offline, home-based, self-learning, under the title, ‘Ghare Shikhiye’ (let us learn at home).

Gujarat Council of Educational Research and Technology, with technical support from ITOWE Development Foundation, decided to experiment with unguided self-learning for children, the first experiment of its kind! And it worked. From June to December 2020, a series of 4 Ghare Shikhiye Modules (designed for all subjects of classes 1 to 8), along with a teachers’ guidebook, reached out to more than 50,00,000 elementary school children of about 33000 government elementary schools of the state..



Source: As narrated by Shri Parthesh Pandya, CEO, ITOWE Development Foundation, Gujarat

## Bhilar : India's first book village!

Bhilar, a sleepy hamlet in Maharashtra, bears the distinction of being India's first book village, a concept floated by Raja Marathi Vikas Sanstha and the then Education Minister Shri. Vinod Tawde. On May 4, 2017, the village got its formal identity as ‘Pustakanche Gao’ or ‘ the village of books’ and was open for public. As part of this initiative, the walls of the village were painted with beautiful graphics depending on the genre of the books that would be placed there. 25 spots were chosen in the village to turn into ‘reading hotspots’, which were further segregated into categories, such as poetry, history, autobiographies, festival specials, biographies, literature, and many more. These reading hotspots were either homes of selected villagers, willing to be a part of the initiative, or some Government selected commercial spots.

In 2017, the village had a collection of 15,000 Marathi books in 25 homes. By 2021, the village had 30,000 books, including English and Hindi books, in 35 homes and growing!

Source: <https://timesofindia.indiatimes.com/travel/destinations/bhilar-indias-first-book-village-welcomes-you-to-test-your-reading-skills/articleshow/64734558.cms>

# You can do it too!

1. Each one teach one—reach out to someone who needs your help to acquire basic reading-writing skills. It could be anyone—your grand parents, parents or someone outside your home and family too!
2. Try to enrol (offline, online) for at least one vocational skill of your choice and interest—could be small ones like repairing a cycle; pottery, designing digital games, photography, and so on.
3. Try to learn outside the school too.
4. Share stories of your sibling, cousins, friends or others who have continued their schooling and learning despite challenges (like that of Dhyana).
5. Support charity schools, NGOs, etc. who are working for education. This support could be your time and volunteering too.
6. Ensure that children of those who work for your family—like someone who helps clean the house, or helps in farming, cooking etc.—are able to go to school. Help such children with any need they may have in terms of learning and reading.
7. Donate books to public libraries or public schools in need.



# Activity for the budding SDG Champions



## School-School, We love you so!

### Purpose

To help learners experience the significance of attending school.

### Methodology

- Tell the students that they are going to carry out a set of creative work today: (a) write a poem today; and (b) create a wall of emotions.
- Share with them the art of writing a 'haiku'. (A traditional Japanese haiku is a three-line poem with seventeen syllables, 5 in the first line; 7 in the second line; and 5 again in the third line.)
- Show them an example of Haiku; say:

*The Rainy Sky  
I hear thunder sound, and see silver light  
Wet and freezing night*

- Now ask them to write a haiku by themselves. For the same, guide them to:
  - a. Select a theme related to School. It could be school, teachers, playground, textbooks, a subject, etc.
  - b. Let them write the chosen theme as first line of the poem.
  - c. In the second line they should use some verbs and/or adverbs to describe an action related to the theme, like reading, liking, enjoying, etc.
  - d. In the last line they can use a set of adjectives to define the theme, like 'my school' or 'happy school' or 'fulfilled learning', 'friends for life', etc.

Their Haiku on school and education is now ready to be shared with all.



- Moving on the ‘wall of emotions’, the teacher (in advance as preparation), should have pasted blank chart papers on a part of a wall of the classroom. The chart papers should be at a height within the reach of students and also should have an area so that each child can write a line or /draw a small emoji on it.
- Now tell the students that they must write a set of ‘feelings/emotions’ in their notebooks—first one is the feeling or emotions they have while coming to the school and the second one should describe how they feel while leaving the school.
- Once these two words have been written, each child should be encouraged to create an emoticon kind of symbol to describe these feelings. They should draw these symbols on a piece of paper, colour it and then stick it on the wall that you have prepared for them.
- Once all children have finished putting up their emoticons on the wall, then you can ask them to take a look of the ‘wall of emotions’ that they jointly created!

### Discussion

Using the kind of poems children have written and the kind of emotions and feelings they have exhibited on the wall, as the reference, the teacher should initiate a discussion on how education and learning are basic and fundamental to human living and how it makes a society progressive, democratic and sustainable.



# Activity for the senior SDG Champions



## The Case of Missing School Children

### Purpose

To help learners know about factors that can keep children away from schooling.

### Methodology

- Divide the class into groups of 7-8.
- Provide each group a copy of the story from ‘a teacher’s diary’.
- Once they have received this story, ask the groups to read the same. Tell them that the story has no end, because the end has been saved for them.
- The group members, should discuss ‘what could have happened to Meena & Shyam’? Ask the groups to ponder over all the possible reasons of why these two children were missing from the school? Encourage them to list at least 5 such reasons of their absence and make a list of these.
- Once they have listed these, guide them to label these as ‘barriers to education’.
- Now they should discuss possible solutions to remove each of the listed barriers.
- Once they have done it, they should write these solutions to removing the barriers in front of that barrier. These are ‘solutions/enablers to education’.
- Now tell the groups that based on the discussions they have had so far, they should complete the story. This should be done at least in 2 steps—1. To write that plot of the story which describes where the missing children are and what are they engaged in? 2. Based on this plot, they must create an end of the story.
- Give the groups about 40 minutes to finish the above tasks.
- Now you can ask the groups to present (by writing on the chart papers or by making slides, or by writing on the board) the following 3 things to the rest of the class: 1. List of ‘barriers to education’; 2. List of ‘enablers to education’, as identified against each barrier; and 3. Their version of the ‘end of the story’.

## Discussion

When all groups have presented, you could lead a discussion on challenges that an average Indian child faces in terms of reaching the school and how SDG 4 and a number of initiatives by the central as well as state governments are helping children and their families eliminate these barriers to education.

### Story from a Teacher's Diary

“I am a government primary teacher. Teachers also need training. Therefore, from time to time, during the year, government nominates us to attend a number of on-the-job training programmes on different subjects.

During one such training, I was trained by a senior government teacher, named Ms. Susanne. We all called her Susanne Teacher. She was very senior and a kind hearted person. She was also a motivational trainer and always encouraged us to carry out our duties well. She was part of the City Municipal Department that looked after education. Her job was to ensure that every child in her ward of the city attended school. She was our favourite trainer. As per the government order of my training, Sussane teacher was one of the resource persons for this training. I was very excited with the thought of meeting her again! But on reaching the training venue, I was disappointed when Susanne teacher didn't come to take our class for a couple of days. Then, much to my relief, she came on the 3rd day of our training, I was so thrilled. She explained her absence — she told us she had gone in search of her missing students. “What missing students?” we trainee teachers asked. Then Sussane teacher told us what she had been doing for the last two days. “We try our very best to get all children to attend school. These children come from poor backgrounds. When a child is absent for more than three to four days, I visit their home to enquire about them” said Susanne teacher.

“This time Meena and Shyam, two of the children of my school stopped coming to the school. They were children of construction workers. I went to meet their parents at the construction site near my school. But I could not find them.....”





# Gender Equality

Achieve gender equality and empower all women and girls

5 GENDER EQUALITY



**Look at the visuals provided here;  
What is it that you notice?**

Of course, these are all 'action' visuals—some work is being done in all of these. Pause, and think a little deeper—are the actions and actors linked? Notice that typically it is the woman who is expected to cook, or clean the house, or raise the baby; where as it is the man who is expected to go to office to earn a living for the family, ride the family out, recreate themselves by playing or watching TV, etc.

Such distinctions made on the basis of man-woman and/or girl-boy are referred to as 'gender-based' roles; and these exist in all human societies. Rigidity in such role distinctions leads to 'discrimination and human rights violation for girls and women'. This is the concern that SDG 5 addresses.



## Sex and Gender

Sex is a biological concept. It refers to the anatomy of one's reproductive system and defines if a baby is born as a girl or a boy. Whereas Gender is a social construct and refers to the social identity of an individual, for example a mother or a father.

Men and women – and boys and girls – are usually restricted in their behaviours, responsibilities, and choices because of what the society expects from them as male or female. These are called gender roles and gender stereotypes.



## Why an SDG on Gender Equality

Gender equality is a fundamental human right. Yet gender inequalities continue to persist at a large scale, in almost all societies of the world. Gender-based discrimination is a serious global issue to the extent that the United Nations has declared 11 October as the International Day of the Girl Child.

*“Girls face discrimination, violence and abuse every day across the world. This alarming reality underpins the International Day of the Girl Child, a new global observance to highlight the importance of empowering girls and ensuring their human rights.”*

Ban Ki-Moon, former UN Secretary General, 9 October 2012

## She is not even allowed to be born!

In India, it is unlawful for the medical practitioners to disclose the 'sex' of the unborn child (called the foetus), as the sex of the foetus can be determined during ultrasound examination of pregnant women; yet selective killing of 'girl-foetus' is rampant in our country. There are reports of large number of cases where the parents and medical expert break this law; and families selectively decide to let the baby be born or not! If it is a foetus of a girl, then she may be killed even before she is born! This is called 'female foeticide'.

Female foeticide can create an imbalance in the male-female ratio. Such skewed sex-ratio could lead to increase in sex-related crimes in a society.

# Targets under SDG 5



## Women who broke the glass ceiling

- Smt. Indira Gandhi: First woman Prime Minister of India (1966)
- Smt. Kiran Bedi, IPS (retd.): First woman Indian Police Services (IPS) Officer of India (1972)
- Ms. Bachendri Pal: First Indian woman to climb the Mt. Everest (1984)
- Shila Dawre: First woman auto-rickshaw driver of India (1988)
- Flight Lieutenant Harita Kaur Deol: The first woman pilot to fly solo in the Indian Air Force (1994)
- Ms. Harshini Kahnekar: First woman Fire Fighter of India (2006)
- Smt. Partibha Patil: First woman President of India (2007)

**Now, try to find out the following information and write it here:**

Find out the girl/woman of your village/ residential society who was the first one to have:	Name
1. Completed school/college	
2. Joined a job or started a business	
3. Played football/cricket/kabaddi/ boxing/weight lifting at a city/ district level sports tournament	
4. Taken care of her parents by having them live with her even after her marriage	
5. Joined police/defence forces	

## Do you know?

### *Compared to boys:*

- *Girls are 3-times more likely to remain out of school.*
- *Girls are 2-times more likely to die from malnutrition.*
- *Girls are 2-times more likely to be subjected to sexual violence.*
- *Girls are 2-times more likely to get coerced into trafficking.*
- *One girl under age 15 is married every seven seconds.<sup>1</sup>*
- *Nearly 22 per cent of schools in India, do not have appropriate toilets for girls and 58 per cent of preschools have no toilets at all. The presence of separate toilets and menstrual hygiene management facilities can help girls stay in school and reduce school drop-out and absenteeism.<sup>2</sup>*





## Experienced this around you?

Asha lives with her parents and a younger brother in a small village. She is 13 years old and her brother is three years younger. Asha 's father is a farmer with a small landholding. Her mother looks after the home and helps Asha 's father in agricultural activities too.

Asha and her brother study in the village school. After they return from school Asha helps her mother wash utensils, clothes and clean the house; while her brother goes out to play. After hours of playing, he and his friends go to the river for a swim, and return home late in the evening.

### Reflect on the following aspects of the story:

- Asha and her brother are siblings. Are their routines the same or different?
- How are Asha and her brother groomed by the family?
- How, according to you, should the family groom Asha and her brother?
- How is the process of socialisation creating differentiated gender roles in the family?

*Have you experienced 'Asha' kind of stories around you—in your school, or neighbourhood or may be in your own family? Do you think you can act now to help girls like 'Asha' around you. And if your story matches that of Asha's, whose help can you seek then ?*



# They did it!

## Breaking barriers of gender stereotype, Shobhita serves the Indian Air Force today

The topic of gender equality is incomplete without mentioning how women have carried themselves with equal ease and competence among areas of expertise, which were traditionally dominated by their male counterparts. Squadron Leader Shobhita Dikshit from Prayagraj (U.P.), broke the gender stereotype and is today, an officer in our Defence Forces leading a dedicated and specialised technical team of the Indian Air Force. (details classified).



Shobhita's journey from a fresh B.Tech graduate to an Air Force Officer was not that easy. When she joined the batch of trainee officers at the Indian Air Force (IAF) Training Academy in Dundigal (Hyderabad), entry of women cadets was not new and there was no laxity, in terms of the rigorous training. Although she was sharp with the mind skills, her lean physique made many at Dundigal think she may not sustain the strenuous training, which at times is considered hard for male cadets too. However, she quashed the myth that girls are weaker than boys. She topped her batch of IAF Training course and eventually became one of the decorated officers of IAF by being commended by the Vice Chief of Air Staff in 2018 for her outstanding professionalism and dedication to the Service.

Source: As shared by Squadron Leader Shobhita Dikshit

## Sakhi-Saheli: 'Vividh Bharti, has indeed been vividh for 2 decades now!

3-4 pm everyday a humble radio programme goes on air on the radio channel, Vividh Bharti. The announcers sound like friends engaged in a fun conversation on issues pertinent to women; interspersed with old bollywood melodies. Sakhi-Saheli has been a popular show on All India Radio's Vividh Bharti channel for over 20 years now.

*Do you listen to a particular radio channel? Find out if this channel also has programme dedicated to women? Try to listen to at least one such programme and discuss it in your family/school.*

# You can do it too!

*“India’s vision is not just of development which benefits women. It is of women-led development... Nearly 1.5 million elected women lead us at various levels... Today women serve our country in the Army, Navy and Air Force. India also has the highest percentage of women airline pilots in the world... Empowering women, transforms the nation.”*

PM Modi’s Address to the Joint Sitting of Congress, USA, June 23, 2023.



1. Girls, continue schooling; Help empower your female classmates to do the same and fight for your right to access sexual and reproductive health services.
2. Boys, Work along-side girls to achieve gender equality and embrace healthy, respectful relationships.
3. Educate your parents/relatives/neighbours to curb cultural practices and change harmful laws that limit the rights of women and girls and prevent them from achieving their full potential.
4. Ask yourself the question “Am I being biased in my views/actions/decisions to myself or to anyone else around me due to their gender?” If the answer is yes, then try to review your action/thought.
5. In your family, try to have conversations with your siblings, parents, grand-parents on how your family can ensure an environment where everyone (irrespective of age and gender) feels respected, heard and listened to and is given (allowed) the same kind of liberty, freedom and space to be what they wish to be.
6. In your school, let your opportunities and privileges be not effected by your gender, instead be governed by your interest, participation and performance. If required Speak-up, for yourself or for any peer/friend of yours.

# Activity for the budding SDG Champions



## Gender matters!

### Purpose

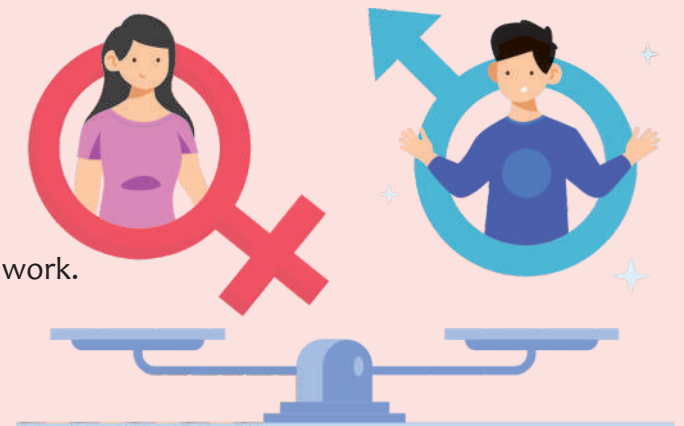
To help students review the way they 'think & feel' about gender-based distinctions.

### Methodology

Ask for 8 -10 volunteers (preferably evenly numbered boys and girls), to come to the front. If you have a large room you could ask everyone to the front. Tell them that you will read aloud a series of statements (provided below). They must decide whether they agree, disagree or are not sure what they think. If they agree, they stand to the left, if they disagree they stand to the right and, if unsure, they must stand somewhere in the middle. When the volunteers have taken their positions, ask some of them to explain why they agree or disagree. Avoid making value judgments but encourage different points of view. When a number of viewpoints have been heard, ask if anyone wants to change where they are standing. Invite comments from the rest of the class.

### The Statements

- Girls are naturally shy.
- Boys are naturally more violent than girls.
- Girls and boys are always treated equally in this school.
- Everyone should be able to enjoy their human rights.
- Equality is impossible, so it's not worth trying.
- Men and women are different, so they cannot be equal.
- Being male or female makes no difference to whether you do well at work.
- Doing something 'like a girl' should not be used as an insult.
- Men who wear pink are weak.
- Boys do not cry.



# Activity for the senior SDG Champions



## Forward-backward, Aage-peeche!

### Purpose

To help students realise that gender-based discrimination impacts growth and progress of the whole society.

### Methodology

- It will be better to conduct this activity in an open area like the school ground or a large corridor; if this is not possible then create some open space in the classroom itself.
- Ask about 12-15 students to volunteer as players; rest of the class members shall be the observers to this activity.
- Now draw a line (with chalk) in the middle of the open space/classroom.
- Tell them that this is the start line, and all players should stand just behind this line.
- After they have taken their positions, allocate one role (given on the next page) to each one of them. Try to give them roles that are in reversal to their current situations (e.g. male oriented roles to girls).
- After they have received their roles, let them take a minute to get into their given role and imagine what life would be like. Do not let them discuss their own roles with other students for now.
- Once this is done, inform the players that you would be reading aloud a series of real-life like situations, that their roles have encountered. They have to think from the perspective of their roles and if the response to the said situation will help their role grow, they have to take a step forward. If the response to the situation will pull them back, then they have to take a step back. If situation makes no difference to their role, then stay where they are.
- Read these situations one by one, and ask the players to respond according to their roles. After all situations have been read, the children, respective to their positions, i.e. from the back to the front, shall read out their roles.
- Ask the entire class now, to discuss why the roles are where they are.

**Roles (to be given to 12-15 players) (teachers may create more such roles or add roles based on the kind of socio-economic situations that the students come from)**

You are a 15 year old girl living in a village. You study in class X. Your village has a high school but no senior secondary school. No girl from your village has ever gone out for secondary education.

You are a 13 year old boy who has lost his mother due to COVID.

You are a 16 year old boy. Your parents are doctors.

You are a 15 year old girl studying in class X. You like a boy of class XI of your school.

You are 13 year old girl. You are a very good athlete and you wish to apply for state athletic tournament under 14 category, which will be held in the capital city.

You come from a poor family, after passing class X, for the first time you are going out of your home-town to study further.

You are a class XI student; you lag behind the most in written exams and your two elder brothers are studying in IIT.

Your parents have never gone to school; you cleared class X with first division; you have just taken admission in class XI science.

Your parents have been divorced. You live with your mother who works in a restaurant.

**The teacher could conclude this activity by asking the students to ponder over questions like**

1. Every role began their journey from the same line, but some have moved too much ahead whereas some have lagged too much. Why?
2. What factors can enable or hinder a young girl's or boy's progress in life?
3. How many forms of discrimination could the students feel/observe in this activity—social, religious, economic, gender, etc.
4. What can we (teacher and students) do to minimise any and all forms of discrimination in the class and school?

**Situations (to be read out by the teacher, in series, one-by-one) (teachers may add or modify these situations, to make them as real-life like as possible for their students)**

My classmates do not tease me.

I will be allowed by my family to go for excursion from the school.

I will continue my education the next year.

I attend all social events with high level of self-confidence.

I have never been insulted in public.

I will be allowed to study what I want to.

I feel no stress of exams.

I can go to a doctor when I am sick.

My parents will allow me to travel alone in city bus.

I can discuss my personal problems with my family.

My family makes me feel special on my birthdays.

I can play the sport I like.

My classmates have never bullied me.

I can go out for shopping wearing clothes of my choice.

I can cry in front of all.

I like to dance. I will be allowed to become a dancer.

I feel shameful when I have to talk about my family.





## Clean Water & Sanitation

Ensure access to water and sanitation for all

6 CLEAN WATER  
AND SANITATION



### Polluted water killed 7 everyday in 2018

In 2018, 2,439 people died because of four major water-borne diseases--cholera, acute diarrhoeal disease (ADD), typhoid and viral hepatitis...In the past five years, 11,768 people have died of these diseases—one in every four hours on average.

*If you were the Prime Minister of India and get to hear a research like the one posted above, what would be your action/reaction/response to it? List the top 5 solutions you would have applied.*

**Some efforts initiated in India, to ensure that all its citizens have access to safe drinking water and sanitation, are:**

- India has a dedicated department of Drinking Water & Sanitation within the Ministry of Jal Shakti;
- The Government has launched Rural Water Supply (Jal Jeevan) Mission. This mission aims to provide safe and adequate drinking water through individual household tap connections by 2024 to all households in rural India.
- To accelerate the efforts for achieving universal sanitation coverage and to put focus on sanitation, the Prime Minister of India had launched the Swachh Bharat Mission on 2<sup>nd</sup> October 2014.




## Do you know?

- *Freshwater ecosystems include lakes, ponds, rivers, streams; and wetlands—natural areas periodically occurring under water.*
- *Freshwater biodiversity and habitats are collapsing due to pollution. This is threatening the life-support systems.*
- *Over the last 50 years, there has been a decline of 83 per cent in freshwater species, and 30 per cent of the freshwater habitats have been destroyed.<sup>1</sup>*
- *Deforestation, dam construction, engineered river diversions and excessive drainage of wetlands are the key threats to freshwater ecosystems.*




<sup>1</sup>: The Living Planet Report, 2018, WWF


# Why worry about water?




**Healthy living for all:** UN recommends that each person needs about 20-50 litres of good quality water per day to meet drinking, cooking & cleaning needs.




**Reduce deaths and diseases:** About 30,000 deaths occur every week from unsafe water and/or unhygienic living conditions.




**Reduce Pollution:** In the developing countries, about 90 per cent of waste water is discharged untreated into lakes, rivers & oceans.




**Climate Change:** Since the year 1900, more than 11 million people have died as a result of drought.



**More girls in schools:** Close to 54 per cent of rural women, as well as some adolescent girls, spend an estimated 35 minutes getting water every day, equivalent to a loss of 27 days of school or wages every year.



**Healthy food for all:** Globally, agriculture alone accounts for about 70 per cent of freshwater withdrawals;



**Protect Biodiversity:** Between 1970 and 2000, the population of freshwater species declined by about 55 per cent;

# Targets under SDG 6

1



Safe and affordable drinking water

3



Improve water quality, wastewater treatment, and ensure safe reuse

4



Increase water-use efficiency and ensure freshwater supplies

2



End open defecation and provide access to sanitation and hygiene

A



Expand water and sanitation support to developing countries

5



Implement Integrated Water Resource Management

B



Support local engagement in water and sanitation management

6



Protect and restore water-related ecosystems

# They did it!

## Children did it

If school children are supported to act, a lot can be achieved! The case of some schools in Pune proves this statement correct! In Pune, 7,000 school children are now empowered to save and conserve water. What they do is simple: they collect leftover water from their water bottles in large drums / buckets kept at multiple exit locations of their schools. This water replaces the fresh water used to water the plants and clean the school premise. The campaign is the brainchild of entrepreneurs Vedant Goel and Yusuf Soni. So far, their efforts have reached out to 7000 school children in Pune. “Our aim is to reach 10,000 children. Our campaign aims to educate kids about the importance of water and also make sustainable use of the available resources,” said Vedant. Currently, Pune schools such as Dada Gujar High School, Sadhana High School and Vidya Niketan High School have been inducted as part of the campaign. The leftover water collection drive also extends to the staff working at schools, to encourage students.



# You can do it too!

Practice rainwater harvesting at home



Keep water stored in buckets and tubs in the washroom for use

Use dual flush system in toilets



Repair leaky taps and flush

Close all taps and valves before you step out of the house



Do not leave the tap on while brushing your teeth



Do not leave the tap on while cleaning utensils

Talk to friends and neighbours about saving water

**SAVE  
WATER  
CAMPAIGN**



Reuse water left after washing vegetables to water the plants



Fill half a glass of water to drink first; refill, if required

# Activity for the budding SDG Champions



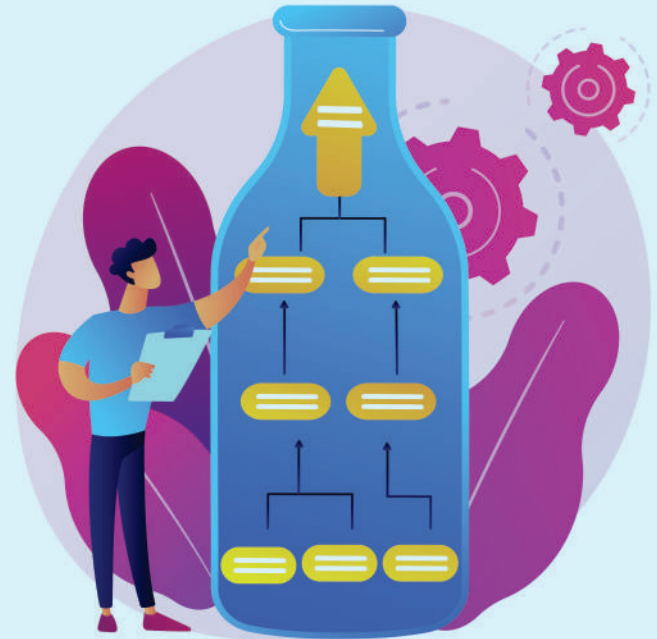
## Water Value

### Purpose

To analyze and understand the importance of clean water.

### Methodology

- Divide the participants into a team of 4-5 persons each.
- Now ask each team to create an anti-pollution advertisement with the help of chart papers, pen, pencil, sketch pens, etc. Their task is to 'Create an anti-pollution advertisement selling the value of clean water.' The ad could focus on persuading people to do something that benefits water or it could persuade people to avoid doing something that pollute water. Try out your artistic talents as well as your sense of humour in creating the advertisement. The advertisement could be for the print medium; it could be a script for the radio; or a combination of a script and visual ideas for a TV advertisement.
- Inform the teams that their advertisements could take the form of a humorous poster or a serious one, they can also create a small 1-3min skit highlighting some of the issues.
- Now ask each team to present their advertisements.



## Discussion

Some pointers that teachers could use to discuss the matter with students are:

It is believed that the overall rainfall as received by the country in most years is adequate to provide freshwater supply to different parts of the country, if the freshwater resources are managed well. One of the big challenges to fulfilling this reality is the improper and wasteful use of water, which affects the quality of freshwater available, leading to water pollution. Planned and sensible use of freshwater can ensure good quality as well as adequate quantity of freshwater for all.

Freshwater is the elixir of life. Improved management of freshwater resources and clarifying priorities of use of freshwater can go a long way in ensuring the all humans have access to freshwater for not just their survival but also livelihoods. Such an approach is required to ensure that the most fundamental right of access to clean and safe water is achievable for all in the society.

### Some Significant Days

**World Water Day** is an annual United Nations observance day held on **22 March** that highlights the importance of freshwater. The day is used to advocate for the sustainable management of freshwater resources.

**World Toilet Day** is an official United Nations international observance day on **19 November** to inspire action to tackle the global sanitation crisis. Worldwide, 4.2 billion people live without safely managed sanitation and around 673 million people practice open defecation.



# Activity for the senior SDG Champions



## Water Management Plan

At the beginning of this chapter the students were given a shocking fact of diarrhoea deaths and were asked if they were the leader of India, how would they have acted. In this activity, teachers will engage students in using a real-life case to learn about various aspects that water management planning demands and that it is a multi-perspective and multi-dimensional task.

## Purpose

To give senior students an experience and understanding of multiple factors, domains and aspects linked with freshwater management.

## Methodology

- Divide the participants into groups of 6-7.
- Provide copies of the case-study to each group.
- Ask each group to discuss and develop a 'Water Management' plan for Palakkad.

## The story of Palakkad

One battle in Kerala, which has attracted national and global attention, is the legal battle between the people of Plachimada, a sleepy hamlet in Palakkad district, and the beverage giant Coca-Cola, which had a factory in a 38 acre plot there. While the company guaranteed employment to many locals, improper management and treatment of water and associated resources resulted in a long drawn out dispute with serious consequences for both parties.

The plant was situated in the midst of agricultural land and had been permitted by the government to extract 3.8 litres of water for a litre of coca cola. This large scale extraction of ground water resulted in massive reduction in the water table levels. Improper treatment and discharge of water into the nearby water bodies affected the quality of water in the surrounding areas. Spatial assessment of the ground water quality revealed alarming levels of harmful dissolved minerals.



Water scarcity and deteriorating groundwater quality severely impacted the area's agricultural industry in addition to posing threat to the health of the local people. This resulted in the eruption of public protests demanding the closure of the plant and provision of compensation to the affected.

## Discussion

1. Discuss the issue from the point of view of both parties.
2. What, in your opinion, could have averted this issue between the beverage giant and the people?
3. How should the government have regulated the operations of the plant to avoid such degradation of the environment?

Management of freshwater has multi-dimensional views. These dimensions include: ecology and natural resource conservation; economic policy and budgeting; social practices; beliefs and values; health and health related matters; rights of and equity among various stakeholder groups; political will and interests; business and profit making activities, etc.



### Tips for Teachers: Engaging young learners in water conservation

- Let them be motivated to become champions of save water campaigns.
- Involve them in decision-making about save water practices in school and/or at home.
- Make them aware of where do they get water from—could be an underground source, a river or a mixed supply from the panchayat or municipality, etc.
- Guide them on not wasting water & conserving water.
- Tell them about power of small actions; encourage them to be water conservation ambassadors to their school, friends, families and neighbours.





# Clean & Affordable Energy for All

7 AFFORDABLE AND CLEAN ENERGY



Ensure access to affordable, reliable, sustainable and modern energy

**We live, because we have a source of energy!**

*Remember, energy is essential for life.*

*If there was no Sun, the Earth would not be a living planet !*

Now let us look at our daily life activities. We use energy in every bit of our lives. From producing our food in the farms, to cooking the food in our kitchen; getting the water supply; to even going to the school; every activity of our day requires one or the other form of energy. For us and for all creatures on this earth, the ultimate source of energy is the Sun.

**Why do we need SDG7**

Early humans met the need for energy largely through food and solar energy; fire was then invented and the form of energy used by humans changed drastically. Further, the advent of automobile and electricity forms of energy changed the way humans lived on the earth. With creation and installation of power grids, the various systems that support our living also got transformed. Access to electricity and petroleum, or the lack of it therefore defines the way one lives.



## CHALLENGES

**ONE IN FIVE PEOPLE STILL LACK ACCESS TO MODERN ELECTRICITY** and three billion people rely on wood, charcoal or animal waste for cooking and eating



Every year **INDOOR AIR POLLUTION** kills 4.3 million people most of them women and children



Energy provide by **FOSSIL FUELS** is the **MAIN CONTRIBUTOR OF CLIMATE CHANGE** representing 60% of all greenhouse gas



## SOLUTIONS



Ensure everyone has access to **CLEAN, AFFORDABLE, RELIABLE** and **MODERN ENERGY**



Invest in **RENEWABLE ENERGY** and disseminate its use



Put in place **ENERGY SAVING POLICIES**

# Targets under SDG 7



Universal access  
to modern energy

1



Increase global  
percentage of  
renewable energy

2



Double the  
improvement in  
energy efficiency

3



Promote access to  
research, technology  
and investment in  
clean energy

A



Expand and  
upgrade energy services  
for developing countries

B

## Do you know?

Have you ever seen these star stickers on equipments at home or when you go out to purchase them? What do these stars mean? Who can give these stars to equipments?



These are called BEE star labels and they show how much electricity the appliance consumes in a year. Each appliance gets between one and five stars, with five stars meaning that it's extremely efficient and is likely to keep your electricity bills in check. These star labels are issued by the Bureau of Energy Efficiency (BEE), which is an Indian government agency that falls under the Ministry of Power.

You can find out more about these BEE Stars on <https://beeindia.gov.in/content/star-labelled-appliances>

BEE has also developed a manual on 'Energy Management in your School'. This resource can be accessed at:

<https://beeindia.gov.in/sites/default/files/guidebook-School.pdf>

## Why do electricity and clean energy matter?

**Powering Education:** Electricity provides heating, cooling, and lighting so students can learn. Schools can stay open till late, providing a space for students to study and teachers to prepare.

**Powering Communities:** Electricity helps strengthen communities. For example, lighting makes communities safer at night, and electricity can pump and filter water, so clean drinking water is available. Electricity improves the quality of life.



### The Power of Electricity

**Powering Health Care:** Health care workers and facilities need electricity to refrigerate vaccines, sterilize and power equipment, and provide light for emergency procedures that can't wait until daytime, like when a baby is to be born at night!

**Powering Businesses:** Businesses need electricity to turn on the lights, run machinery, and power communications technologies.

**Powering Agriculture:** Electricity enables farmers to increase productivity by improving the production, processing, and storage of crops.

# They did it!

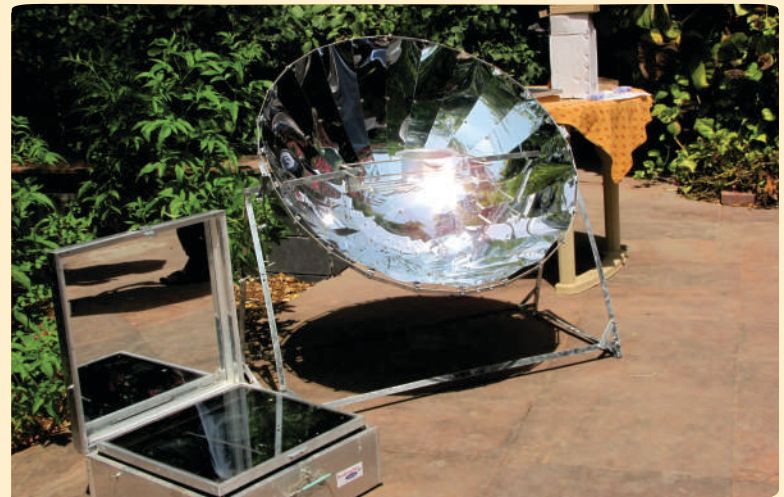
## Brahmdeep Enterprise: A power enabler initiative

Mahendrabhai lives in a small town named Sadra, near Gandhinagar, Gujarat. The daily electricity consumption in his house was 12 kW. This electricity was generated from thermal power plant, releasing 11 kg of CO<sub>2</sub> in the atmosphere. Recently, Mahendrabhai has got a solar panel rooftop installed in his house. His electricity bill is now zero. As a result, Mahendrabhai has not only saved money, but he has also been able to support a cleaner environment by saving those 11kg of CO<sub>2</sub> every day. How did this change take place? That's because Shri Kashyap Pandya helped Mahendrabhai achieve this target.

Kashyap lives in Amreli district of Gujarat; an educator by training, but a solar energy technocrat by passion & profession. Kashyap Pandya, through his initiative, Brahmdeep Enterprise, has made clean energy affordable and accessible for many individuals, houses and institutions. Helping all have low-cost and less-polluting electricity is his motto. Shri Kashyap also runs training classes for young students who wish to make 'solar energy technology' as their profession; and the Atma Nirbhar Bharat mission of Government of India has encouraged Kashyap to follow his mission. He has installed more than 500 Kw of solar energy projects, saving approximately 2500 kg of CO<sub>2</sub> from entering the atmosphere.

*“Indian culture deeply respects the environment and our planet. While becoming the fastest growing economy, we grew our solar capacity by 2300%!... We made renewables accounting for over 40% of our energy sources, nine years ahead of the target of 2023.”*

PM Modi's Address to the Joint Sitting of Congress,  
USA, June 23, 2023.



# You can do it too!

Electricity once generated cannot be stored!!! Thus ensuring a balance between electricity demand and supply (which fluctuates even within a day) is a crucial and technical skill that our power houses need. Energy-wise behaviour and lifestyle of citizens can help their villages/cities/nation be efficient in producing electricity and ensuring that all citizens have access to it. **Let us try to be energy-wise:** All of us can make small positive changes in our living habits, and together can help conserve a lot of energy, especially electricity. Some of these ideas include:

1. Choose an energy monitor for your classroom every week who will make sure that energy is being used properly.
2. If you are the last one to leave a room, please ensure to switch off lights, fans, ACs.
3. Help all use the maximum possible sunlight by having windows and curtains of a room open appropriately.
4. Avoid running large appliances such as washers, dryers, and electric ovens during peak energy demand hours from 5:00 a.m. to 9:00 a.m. and 4:00 p.m. to 7:00 p.m.
5. Buy Energy Star appliances, products and lights which are more efficient.
6. Plant trees or shrubs to shade air-conditioning units but not to block the airflow. A unit operating in the shade uses as much as 10% less electricity than the same one operating in the sun.
7. Use LED (light emitting diode) lights as these are highly energy efficient technology.
8. Remember, saving water also saves energy; so reduce water wastage at home.
9. Similarly using cooking fuel like LPG, also helps save energy and reduce pollution.



# Activity for the budding SDG Champions



## Energy Relay

### Purpose

To help students learn that every time energy is used, a part of it is wasted.

### Methodology

- Let the students organize themselves into teams of 15-20.
- Now ask each team to stand in a line; so if there are 3 teams, they would stand in 3 lines, almost parallel to each other.
- Give the first player in each team a cup full of water. Ensure that all teams get the same amount of water; Give an empty cup to the last player of each team and a spoon to every other player (in between the first and the last player).
- Let all teams measure the amount of water they have got at the beginning of the activity—they can use a water bottle cap or a glass or a measuring cylinder to do this.
- Now announce to the teams that this is a competition and that when 'start' is announced, the second player of each of the team would go to the first one, take a spoon-full of water from the first player and go back and stand at their place; once that has happened the third player should come to the second one and have the water from second player's spoon transferred onto his;/her own spoon; now the fourth player should walk to the third one and take the water in her/his spoon, and so on.
- All teams should continue this until all the water given to the first player gets transferred to the last one.
- In between keep announcing that water is precious and therefore there are two criteria to win this game—should complete the water transfer fastest and should transfer all the water given to the first player to the last one.



- After all the water has been emptied into the last player's cup, call a couple of players and ask them to measure the amount of water transferred (using the measuring cylinder or the water bottle cap—the same container that they used to measure it at the beginning of the activity).
- Ask them to show the measuring cylinder to all the players so they can make a note of the amount of water in the last cup.

## Discussion

- Ask them, could any of the teams transfer all the water? No.
- Then you can ask them what happened to the missing spoons of water.
- Explain that the water represented energy. Some amount of energy loss always takes place with every transfer—whether it is the electricity that gets supplied to our houses, or the cooking gas.
- Remind them that electricity is highly refined form of energy which goes through several steps of processes as it gets generated (from coal or hydro projects or even nuclear projects).



# Activity for the senior SDG Champions



## School Energy Club

### Purpose

To enable senior students of the school take-charge of electricity usage and conservation at home.

### Methodology

- Announce to the secondary school students (especially grade 9 & 11) that they need to take lead in establishing the 'School Energy Club'.
- Provide them some guidance of what the school energy club could be like: it would require a core team of a President, energy manager, energy monitors, support/administration staff, and one energy conservation representative from each of the grades (6 to 12).
- Support them in creating guidelines for Club management, elections/nominations, etc.
- The Club must be recognised by the school and the club members must be given time and space to conduct weekly meetings, fulfill the agenda and carry out action.
- Typically the club would begin by: (a) Establishing the current electricity use pattern of the school; read school bill; (b) Identify the good practices and also the areas to improve; (c) Conduct school electricity audit; (d) identify areas and actions to improve the electricity usage by making it more efficient; (e) Get the plan approved by the school management and communicate the same to all in the school; (f) execute the plan.
- The club could observe energy and environment related days in the school and can also carry out awareness raising events, talks and seminars for the parents and for neighbouring community.
- The Club could also get its logo designed; its motto created; schemes of membership, etc.
- Finally every year the outgoing grades 9 and 11 (moving into the board years of 10 and 12 respectively), will handover the club running formalities to the incoming classes 9 and 11.

## Notes

A team of 2-4 teachers could take responsibility of being the In-charge of School Energy Club; this team of teachers would guide the club members and also supervise the club meetings, activities and impacts.

This way the school could also develop its own '**clean energy for all**' manifesto!





## Decent Work & Economic Growth

8 DECENT WORK AND ECONOMIC GROWTH



To promote inclusive and sustainable economic growth, employment and decent work for all.

### Your Dream School!

*Let 'Jinie'—who can fulfill your wish with just a magic-wand—guide you through this journey to your dream school! .....close your eyes.....imagine, you are getting ready for the school; and there you are, all set to go to your school... ..What does your dream school look like? What would you tell Jinie about your dream school, where should she take you? What kind of building does your dream school have? How does the playground look? What kind of classrooms are there? What kind of class-work, play and other periods in the school time-table look like? Which teacher/s and classmates do you wish to have in your dream school? Oh yes, you are there, almost there, you can actually see the dream school of yours! Isn't it?*

Open your eyes now. Recall at least 10 things that you imagined/wished to have in your dream school.

These 10 things, more or less, sum-up the things that you think are important to ensure that you complete your schooling in a happy, healthy and safe school environment.

Just like this, SDG 8 focuses on ensuring that there is adequate work and growth opportunity for all and that all work places provide a safe, healthy and humane work environment and resources to all workers.

## What does SDG 8 imply?

Some indicators of 'Decent Work and Economic Growth' are:

- Everyone can freely choose a safe and fairly paid secure job;
- No one is discriminated against or excluded from accessing work opportunities;
- Training in relevant skills and employment (by the government, institutions and other agencies) can make more people qualified and competent for decent work. This will ultimately lead to reduced unemployment.
- Businesses, industries and offices use natural resources judiciously;
- Forced labour, child labour and exploitation of labour is made unlawful and is brought to an end;
- Everyone can benefit from a growing economy.

## Do you Know!

*If you are at least 14 year old, you are allowed, by the law of India, to support your family in generating income. However, you must not work in an environment which is hazardous, for example, a chemical factory, or at a mining site. Further, the place where you work, must have certain conditions so that your health and safety is not compromised. For this, India has put in force the Child and Adolescent (Prohibition and Regulation) Act, 1986. Some highlights from it:*

- *No adolescent employee shall work over the hours which have been decided and prescribed for the establishment.*
- *The establishment shall fix the number of hours.*
- *A time period of three hour must not be exceeded without giving break of one hour.*
- *Maximum work hours for a day shall be six, including an hour of interval.*
- *No adolescent employee to work between 7pm to 8 am.*
- *An adolescent cannot work in two establishments on the same day.*
- *One holiday in a week is mandatory.*

## They did it!

### A School Open for All!













If you are 14 or above, and you wish to work and support your family in earnings, then how can you complete your schooling? Isn't this a big question? Well our country has made provision for such working youth. India has the National Institute of Open Schooling (NIOS), a school that is open for all! With a mission to provide relevant continuing education at school stage, up to pre-degree level through Open Learning system to prioritized client groups as an alternative to formal system, NIOS caters to the needs of a heterogeneous group of learners up to pre-degree level.

Therefore hundreds of thousands of youth in India, who cannot attend a fixed time school in person, learn, study and graduate through the NIOS system. This is so, because as an 'open school', NIOS has no criteria of mandatory attendance, fixed & common timing for all.

## You can do it too!

1. If you come across a younger person (of below 18 years), working around you (at home, in a grocery shop, in a Dhaba, at a petrol-pump or any other place), provide them as much support as you can to help them complete their studies.
2. If you are under 18, and planning to work somewhere, do not leave your studies in between; enrol yourself into an open school like NIOS, and complete your schooling and if possible even graduation.
3. Ensure that your parental home, agriculture farm, or grocery shop or any other business that your family runs, treat its staff/workers well, provide them safe and hygienic work environment.
4. Discuss with your parents, and suggest to them that they must share a fair part of the gross income from business or agriculture or shop etc. with the workers whom your family has engaged.
5. Be empathetic, and try to make it a habit to carry extra water-bottle or some fruits for the traffic police personnel on your route or sanitation workers on the roads/other public places.
6. During school vacation, try to join some kind of paid work job/assignment (based on your interest and job's availability in the nearby areas); this will help you groom your professional skills and will make you suitable for jobs as you graduate.
7. If you have the skills, interest, passion and support from the family, then you may wish to have your own start-up/small business set-up initiated, instead of looking for a job at someone else's establishment.

# Targets under SDG 8

<p><b>TARGET 8-1</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>SUSTAINABLE ECONOMIC GROWTH</p>	<p><b>TARGET 8-2</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>DIVERSIFY, INNOVATE AND UPGRADE FOR ECONOMIC PRODUCTIVITY</p>	<p><b>TARGET 8-3</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>PROMOTE POLICIES TO SUPPORT JOB CREATION AND GROWING ENTERPRISES</p>
<p><b>TARGET 8-4</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>IMPROVE RESOURCE EFFICIENCY IN CONSUMPTION AND PRODUCTION</p>	<p><b>TARGET 8-5</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>FULL EMPLOYMENT AND DECENT WORK WITH EQUAL PAY</p>	<p><b>TARGET 8-6</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>PROMOTE YOUTH EMPLOYMENT, EDUCATION AND TRAINING</p>
<p><b>TARGET 8-7</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>END MODERN SLAVERY, TRAFFICKING AND CHILD LABOUR</p>	<p><b>TARGET 8-8</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>PROTECT LABOUR RIGHTS AND PROMOTE SAFE WORKING ENVIRONMENTS</p>	<p><b>TARGET 8-9</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>PROMOTE BENEFICIAL AND SUSTAINABLE TOURISM</p>
<p><b>TARGET 8-10</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>UNIVERSAL ACCESS TO BANKING, INSURANCE AND FINANCIAL SERVICES</p>	<p><b>TARGET 8-A</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>INCREASE AID FOR TRADE SUPPORT</p>	<p><b>TARGET 8-B</b></p>  <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>DEVELOP A GLOBAL YOUTH EMPLOYMENT STRATEGY</p>

# Activity for the budding SDG Champions



## Name, Place, Animal, Thing...oops Name, Quality, Person, Work

### Purpose

To help learners gather opinions and views on what makes work place a 'good' work place.

### Methodology

- Tell the class that they are going to play a game which is like the popular game they already know—'Name, Place, Animal, Thing'.
- Ask the whole class to play this game at once, and they should play it in pairs.
- Tell them that there will be 5 rounds of the games. At the beginning of the round, you will announce the 'Name' (name of a place); and as soon as you announce, each student should write 3 things about that '**Name**'.
  1. **Quality (of the place that should be maintained);**
  2. **Person** (whom they know works at that place); and
  3. **Work condition** (what kind of work condition should be there).
- Tell them that if required, the partners can discuss their thoughts with each other, before writing them in their notebooks.
- After the 'name' is announced by you, everyone will get 1.5 minutes to write (and if required discuss with partner) the three aspects related to that name.
- Give them a trial round if need be.
- Play a maximum of 5 rounds.



- In the end, the team that finishes first in most or all of the 5 rounds is the winner.
- In the 5 rounds, you can announce any of the following names:
  1. School (give this to them as a trial round, may be as they are more aware of school as a 'work place');
  2. Film industry;
  3. A Factory;
  4. Hospital;
  5. A Bus (tell them to think about driver and conductor);
  6. Traffic signal;
  7. Swiggy/Zomato delivery executives, etc.
- Use the table below to explain the game to them:

Round No.	Name (announced by teacher in each round)	Quality (that they believe is important for that place)	Person (who works there)	Work Condition (that should be there)
Trial round	For example: School	Child-focused/led	Teacher Reena	Safe for children
Round 1	Film Industry	Glamorous	Tiger Shroff	Respect all workers (not just hero & heroin)
Round 2	Factory			
Round 3 ....	Swiggy or traffic signal etc...	....		.....

## Discussion

- Once all the rounds are played, ask them at random to share some of the things that they have written.
- Ask them for reasons why did they like a particular 'Place of Work'.
- Based on what they have written, discuss with them—is a work place actually the way they think? For example are schools really child-focused; or are film industry as work place glamorous, and glamorous for all?
- Many of them may have written things about places like 'factory' based on their perception, as they may not have an idea about it; their perceptions may be drawn out of the impressions of that place as influenced by the media, films, or so. For example, they may think 'factories have large spaces'; discuss with them if this is always the case? Share with them stories/examples where hundreds of workers may be made to work in a small room of 10X12 feet in a factory; where factories may not have even toilet facilities for the workers, etc.
- To help them think wider, ask them about work places like a traffic signal; who works there; do they have an office or a drinking water facility or a toilet facility there?
- You can now refer them back to what makes work spaces/places decent, safe and human-friendly?
- Share with them that while facilities like buildings, toilets, water facility or even a sick room or a creche facility for children of workers, etc. are important to make a place decent and humane, but there are systems that make a work place safe or unsafe for workers; for example is there a system to ensure that workers or staff members can register any grievances at a place and that the grievance would be attended to; are there systems to ensure that everybody's health check-up is done at a regular interval; are there systems to provide 'travel or life insurance' to staff members in an office when they go out for office work?, etc.
- In the end, you can ask the students to write 10 things which they think can make their school a decent, safe and human-friendly work place for all.

# Activity for the senior SDG Champions



## Experiencing the Job Market

### Purpose

To help learners experience how job market operates and what kind of challenges they may face in the coming 4-5 years

### Methodology

Ask all the students to sit in a large circle.

- Tell them that the circle symbolises the job market.
- Let one of them volunteer (1) to be inside the circle to symbolize a job.
- Let another volunteer (2) be outside the circle to symbolise a person who really wants that job.
- Tell them that for Volunteer (2) to get the job, she/he must touch or catch volunteer (1) who is already holding that job.
- Both the volunteers, volunteer (1), volunteer (2), and the remaining students sitting in the circle will need to strategise to play their part well—volunteer (1) to stay safe from volunteer (2) if she/he has to keep that job; volunteer (2) needs to strategise to break the circle and catch volunteer (1); and all sitting in the circle have to strategise as well to keep the two volunteers in their respective spaces. Tell them it will be a lot of fun.
- When the inside volunteer is caught, that round of game gets over.
- New rounds can be played with new volunteers taking on the two roles.

### Discussion

- How does it feel to be outside the circle (and be a job-hunter)?
- How does it feel to be inside the circle (constant under the pressure to save his/her job)?
- How did the other students feel? What do they think about the real life challenges/factors which operate in the job-market place?
- How crucial is it to have life-skills (besides degree/certificates) to compete for jobs?
- How can a young job aspirant compete with a senior already established worker?
- What makes a work place good for any worker?





# Industry, Innovation and Infrastructure

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation

## Mitali writes a letter!

Mitali reads in class 8; Mitali's father recently got a good job offer in a factory in Vapi. Therefore, about a month ago, Mitali and her family moved to Vapi in Gujarat from Karnal in Haryana.

Mitali was born and brought up in Karnal. For the first time in the 14 years of her life, she moved out of Karnal; and joined a new school in Vapi. Mitali had been excited as well as anxious about moving to a new town and to a new school.

She was a little sad as she would need to go away from her grandparents, with whom she and her parents lived in Karnal. She had promised to her dadaji (grandfather) that she would write a letter to him about Vapi. We share with you, excerpts from Mitali's letter to her dadaji.

Vapi, Gujarat

3 July 2023

Dear Dadaji,

Mummy, papa and I are fine and safe here and hope that you and Dadiji are also doing well at Karnal. I miss you and dadiji so much. My social science teacher, Pradip sir, has helped me a lot in learning about Vapi and also in writing this letter to you.....Vapi is known for the large number of industries.....I learnt that industries, especially machines, have made our lives easier and more comfortable, but we have paid a huge cost for the same!...I am not sure if Industrial development is good or bad, or may be both! ..... My sir told me that the nations of this world, are trying to enhance the 'good impacts of industries' and reduce the 'not good ones' by working towards Sustainable Development Goal 9 which focuses on Industries, Innovation & Infrastructure: Build resilient infrastructure, promote sustainable industrialization and foster innovation..... I miss Karnal, our home there and most of all, you and dadiji... see you soon,

Love and respect

Mitali



Can you help Mitali in clearing her confusion whether Industries are good or not good for us? Some arguments for both the views are presented here, you can discuss these with your teachers and add more to these lists:



### INDUSTRIES: SOME GOOD IMPACTS

- Industries and machines have made our lives easier by reducing human labour.
- 1800 was also human population explosion period—industries could provide commodities and products for growing population.
- Increased outputs—Production/manufacturing became faster, at mass scale, and cheaper.
- Created jobs for millions.
- Created conditions for several scientific and engineering inventions.



### INDUSTRIES: SOME BAD IMPACTS

- Pace of exploiting natural resources increased many times, eventually disrupting several ecosystems.
- Pace and quantity of waste creation grew manifold, leading to heavy pollution in rivers and water bodies as well as farmlands.
- Rampant exploitation of natural resources in biodiversity rich but economically poor nations.
- Led to slow death of local enterprises and disrupted local-within community trade and exchange systems.
- Made rich people richer and several poor became poorer.
- Exploitation of human labour, introduced child labour at a massive scale;
- Inhumane, unsafe and risky work conditions for labourers.

## Targets under SDG 9



1 Develop sustainable, resilient and inclusive infrastructures



2 Promote inclusive and sustainable industrialization



3 Increase access to financial services and markets



4 Upgrade all industries and infrastructures for sustainability



5 Enhance research and upgrade industrial technologies



A Facilitate sustainable infrastructure development for development for developing countries



B Support domestic technology development and industrial diversification



C Universal access to information and communications technology

### **Sustainable, Inclusive & Resilient Infrastructure**

The physical structures such as roads, power lines or healthcare facilities, banking facilities, housing facilities, etc. that facilitate business, commerce and economy of a nation and improves quality of life of its citizens is called 'public infrastructure'. It is important that nations build infrastructure which is (a) least harmful for the environment; (b) which is 'inclusive'—accessible with equal ease to all its citizens—rural-urban; women-men; old-young; rich-poor; physically-mentally challenged, etc., is affordable for all; and (c) which is resilient—strong and safe for long-term use by masses.

### **Innovating to make industrial development sustainable**

Infrastructure like energy, transport, irrigation and information and communication technology are crucial to communities, and investments in them are essential for achieving sustainable development for all. While infrastructure is essential, innovation, accessibility and equity lay the the foundation of efforts to achieve industrial development which is resource efficient, environment friendly and benefits of which reach all.

### **Inclusive & Sustainable Industrialisation**

The process of setting-up industries can be made more sustainable, and inclusive. For example using 'waste' generated from one industry can be cycled as 'raw' material for another industrial process (circular). This can make industries greener and more 'sustainable'; similarly industrial groups can share part of their profit for social development work such as supporting government in creating public infrastructure or providing education, training of youth, women and girls; employing work force which includes physically challenged persons, women, and even capable and experienced senior citizens. This makes industries more 'inclusive'.

### **Basic Financial Services**

Basic financial services include banking services, secured loan and credit facilities and insurance facilities. Every adult who is willing and eligible is able to avail a bouquet of basic financial services offered . For example, the Pradhan Mantri Jan-dhan Yojana (PMJDY) offers access to banking services for all Indians. The achievement of opening the largest number of accounts (1,80,96,130) in one week, under PMJDY has found a place in the Guinness Book of World Records.

## Do you know?

### *From Mangalyaan to the Raddiwalas—India Innovates its Industries!*

- *India's Mangalyaan mission is the world's least expensive (interplanetary) mission to Mars.*
- *India has been ranked 40<sup>th</sup> (out of 132 countries) in the Global Innovation Index 2022.*
- *India has made it mandatory for all road developers to use waste plastic (about 6-8%), along with bituminous mixes, for road construction.*
- *India's reuse-recycle industry (raddiwalas/kabadiwalas) is one of the largest in the world.*

## They did it!

### **Bottles for Change**

Bisleri has come up with the “Bottles for Change” initiative that focuses on creating awareness about waste segregation, recycling of plastic bottles and best practices towards maintaining a cleaner environment. The plastic collected is crushed, sold to recyclers, and converted into flakes which are then used to create non-edible products such as cloth fabric, handbags, window blinds, etc. As a part of the program, Bisleri conducts plastic recycling awareness and collection drives in schools, colleges, corporate offices, malls, festive & social gatherings, events, etc.



Source: <https://www.bisleri.com/blog-detail/importance-of-plastic-recycling-bottles-for-change>

### **Indian Railways Innovates, goes Green!**

In January 2015, Indian Railways, one of the largest rail networks of the world, set up the Environment Directorate to coordinate environment management initiatives. Since then, the Railways has taken steps to streamline its initiatives with regards to environmental management, with some notable initiatives including Energy Efficiency, Renewable and Alternate sources of Energy, Water Conservation, Afforestation, Waste Management and Green Certifications.

Source: Indian Railways Green Footprints on Sand of Time: Annual Report 2019-20, Indian Railways





# You can do it too!

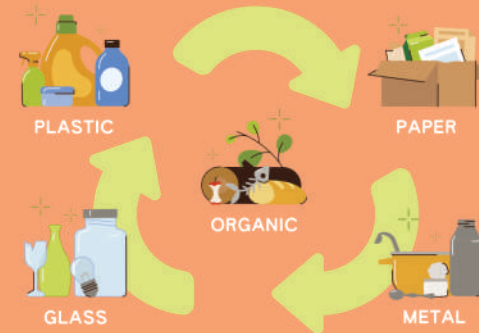
Buy only certified (ISO or BEE, etc.) products, equipments and appliances



Go for shopping only when you really 'need' something new



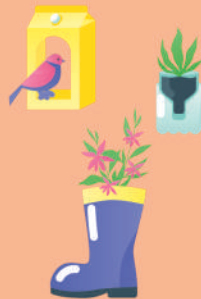
Re-use/re-cycle stuff, material, equipments



Think of innovative ways of reducing waste at home, such as:



reuse waste water from the kitchen;



use old shoes, bottles or even tyres as pots to grow plants



create best out of waste such as plastic bottles, used pens, etc.



minimise use and refuse of electronic waste

Talk to your parents to find ways of making small improvements in your home practices, such as make use of the sunlight as much as possible, sun-dry seasonal vegetables and fruits at home to be used later



# Activity for the budding SDG Champions



## The Home Industry

### Purpose

Helping young learners understand that small actions matter!

### Methodology

- Tell the class that in a way, homes are also like an industry.
- We should therefore try to gauge if our homes are sustainable and inclusive!
- Provide the 'home-survey' sheets (you may adapt these to suit the social context of your students) to each student and ask them to fill it over the next few days;
- Once they have all filled the sheet, have a 'whole-class' discussion about the same. Let the students randomly share aspects such as:
  - a. What makes them feel proud about their homes?
  - b. Which item or practice of their house do they feel good about?
  - c. Is their home & family 'inclusive'? Do they feel involved & engaged? Do their younger/elder siblings feel the same?
  - d. Do people who come to their homes like someone who may come everyday to help them in farming or cleaning the home feel 'included' and 'belonged'? How & why?
- Ask them to compare the amount of waste/garbage their families generate.
- Ask them to compare the units of electricity their homes and families consume?
- How much do the families spend on food & kitchen; sanitation & hygiene; clothes, accessories, recreation etc.
- Do they find their homes and families sustainable? Why?

### Home survey sheet

Energy	Yes/No	No. of units	Solar powered	Electricity powered	If Elec, how many BEE stars?
TV/fridge/AC/washing machine (put a row of each equipment)					
Solar energy in the grid?					
Which cooking fuel is used?					
Average electricity bill (monthly/bimonthly..)					
Average cooking gas bill (monthly)					

### Home survey sheet

Inclusiveness	Yes/No
How are critical decisions taken by the family?	
Do you and your siblings know if a guest is expected home?	
Do you participate in deciding what is cooked at home?	
Do you participate in deciding any special plans for holidays/vacations/sundays	
Are you able to reach the switchboards, drawers, cupboards?	
Are you given responsibility of managing your own limited monthly budget?	
Does your family allow weekly/monthly holiday/off day to the above support work people?	

### Home survey sheet

Water	Yes/No	Quantity
Amount of water consumed daily (kitchen, bathrooms, gardens, small farms, etc.) per person		
Rainwater harvested & stored		
Do you use shower/bath-tub for daily bath		
Do you have bore-well to use underground water		
<b>Waste</b>		
Quantity of total waste generated daily?		
Does the family re-use glass bottles, old fabric, etc.		
Does the family re-use kitchen waste in garden/pots/plants?		
Does the family compost kitchen waste?		
How frequently is cooked food thrown away?		
Are plastic/paper sold to the raddiwala/pastiwala?		

### Home survey sheet

Vehicles	Yes/No	Number of vehicles	Average distance travelled
Four wheelers/two wheelers/cycle			
Does family travel for vacation every year? By bus/train/plane			
Average bill of petrol/diesel monthly			

# Activity for the senior SDG Champions



## Selling sustainability!

### Purpose

To help learners think of multiple dimensions that go into making an industry sustainable

### Methodology

Divide the class into groups of 5-6; Tell the groups that their task is to:

- Launch an industry of their own—it could be any industry, agriculture, restaurant, or a food delivery one or even a scientific or military research agency, to name a few! Discuss this in the group, and decide on the final group choice.
- Create an advertisement for their industry and present the same to the rest of the class.
- To help them create and design the advertisement, the groups would need to:
  - a. Decided on the motto/mission of their industry; a. Who are their key clients; b. Who are their sponsors
  - b. What are the 'sustainability' selling points of their industry—people friendly, environment friendly, employs a large number of local people, employs physically challenged individuals, has schemes of environmental restoration, shares a fair part of its profit with workers, reuses, recycles its waste, etc.
- Ask them that they can create the advertisement through using any of the media—a video ad (which they may come and perform), a radio ad or jingle (which they could sign out aloud to present), a social media ad (like a poster), a hoarding, etc.
- After all groups have presented their industries' advertisement, engage the learners through the following discussion:
  - a. What makes an industry sustainable?
  - b. If the primary motto of an industry is 'profit', why should it 'spend on sustainability'?
  - c. How important is 'innovation' for making an industry run well?
  - d. What kind of infrastructure would industries require—from agriculture to space research to online industries like Ola, Swiggy, etc.?



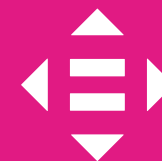
An impactful advertisement by Ikea



# Reduce Inequalities

Within and among countries

10 REDUCED INEQUALITIES



Imagine that you have been given the task of feeding people. You have been provided with 100 chapatis which you need to distribute among 25 hungry persons. How would you go about this task? Probably you will give 4 chapatis to each of the 25 hungry persons! Right? Okay. Can you distribute the chapatis in any other way? Look at the table below:

	Distribution strategy	Result	Impact
1	Every one must get the same number of chapatis	People's needs are not counted, instead everyone gets 4 chapatis each irrespective of their hunger and appetite	<b>Equality of all;</b> Everyone's needs are met in the same manner, irrespective of their differential needs. So those who were either less hungry or whose appetite is of 2 chapatis only, may throw some chapatis away or give it to someone who is still hungry.
2	Those who are more hungry get more chapatis than those who are less hungry	Everyone's needs are met based on their individual requirement	<b>Equity for all;</b> everyone gets chapatis based on their differential needs; so someone with bigger body and appetite may get 5 chapatis instead of 4, and a younger boy who cannot eat 4, will get only 3 chapatis. All are satisfied and no one goes hungry
3	All are allowed to fight with each other to take away as many chapatis as they want.	Based on 'wants' and 'power' of different individuals.	<b>Unfair and unequal distribution of chapatis;</b> the powerful always wins and the weak always loses. Those who are stronger are likely to get more chapatis than the weaker ones; who were already weak and since they could not fight for themselves, they got less or no chapatis; suffered hunger and became more weak.

The first option is a very good theoretical solution, but does not seem to be practically good. Option 2 ensures that everyone's needs are met well, without leaving anyone behind. Option 3 makes strong people stronger, and weak people even more weak!

Situation 3 is rather common in today's world. And this has led to growing inequalities among people. SDG 10 is about reducing inequalities based on income, sex, age, disability, sexual orientation, race, class, ethnicity, religion and opportunity continue to persist across the world. Inequality threatens long-term social and economic development, harms poverty reduction and destroys people's sense of fulfilment and self-worth.



# Targets under SDG 10

<p><b>TARGET 10-1</b></p> <p><b>REDUCE INCOME INEQUALITIES</b></p>	<p><b>TARGET 10-2</b></p> <p><b>PROMOTE UNIVERSAL SOCIAL, ECONOMIC AND POLITICAL INCLUSION</b></p>	<p><b>TARGET 10-3</b></p> <p><b>ENSURE EQUAL OPPORTUNITIES AND END DISCRIMINATION</b></p>	
<p><b>TARGET 10-4</b></p> <p><b>ADOPT FISCAL AND SOCIAL POLICIES THAT PROMOTE EQUALITY</b></p>	<p><b>TARGET 10-5</b></p> <p><b>IMPROVED REGULATION OF GLOBAL FINANCIAL MARKETS AND INSTITUTIONS</b></p>	<p><b>TARGET 10-6</b></p> <p><b>ENHANCED REPRESENTATION FOR DEVELOPING COUNTRIES IN FINANCIAL INSTITUTIONS</b></p>	<p><b>TARGET 10-7</b></p> <p><b>RESPONSIBLE AND WELL-MANAGED MIGRATION POLICIES</b></p>
<p><b>TARGET 10-A</b></p> <p><b>SPECIAL AND DIFFERENTIAL TREATMENT FOR DEVELOPING COUNTRIES</b></p>	<p><b>TARGET 10-B</b></p> <p><b>ENCOURAGE DEVELOPMENT ASSISTANCE AND INVESTMENT IN LEAST DEVELOPED COUNTRIES</b></p>	<p><b>TARGET 10-C</b></p> <p><b>REDUCE TRANSACTION COSTS FOR MIGRANT REMITTANCES</b></p>	

## Bitter Truth !

- Roughly 1 in 5 people have experienced discrimination on at least one of the grounds prohibited under international human rights law, such as ethnicity, age, sex, disability, religion and sexual orientation.
- In some countries, women are more than twice as likely as men to experience discrimination on the grounds of sex. 1/3<sup>rd</sup> of persons with disabilities experience discrimination.
- By mid-2021, the number of people forced to flee their countries had grown to a record high 24.5 million. For every 100,000 people worldwide, 311 are refugees outside their country of origin, up 44 per cent from 216 per 100,000 people in 2015.
- As of 23 May 2022, more than 6 million people in Ukraine had moved to other countries to escape the conflict, with at least 8 million people displaced inside the country.
- In 2021, 5,895 people died fleeing their countries, surpassing pre-pandemic figures and making 2021 the deadliest year on record for migrants since 2017.
- In all countries with data, the bottom 40 per cent of the population received less than 25 per cent of the overall income, while the richest 10 per cent received at least 20 per cent of total income.

Sources:

- <https://www.un.org/sustainabledevelopment/inequality/>
- <https://unstats.un.org/sdgs/report/2020/goal-10/>

## Do you know?

### The Indian President paves the way!



*Smt. Droupadi Murmu, who was sworn in as the 15th President of India on 25 July, 2022, has faced several hurdles and challenges during her journey of becoming the President of India. Born in a Santhali tribal family on 20 June, 1958 at Uparbeda village, Mayurbhanj, Odisha, Smt. Murmu's early life was marked by hardships and struggle. Being a female, a tribal and hailing from a rural area, she faced discrimination and discouragement at multiple levels. However, she sailed well and tough against all odds and earned the prestigious position that she holds today.*

*Smt. Droupadi Murmu has devoted her life to empowering the downtrodden as well as the marginalised sections of society and deepening the democratic values.*

Source: <https://presidentofindia.nic.in/profile.htm>



As a citizen of India, if you have to contribute to SDG 10, what all could you do? There are two set of actions that you can take to reduce inequality—those actions that bring equity for you, and those actions with which you can provide equity to others:



### SET A: Equity for you

- Complete schooling and/or college to become an aware citizen
- Know your rights and responsibilities
- Be a self-aware person—know your strengths & limitations well
- Use but not misuse resources/opportunities that you have/get
- Fulfill your needs but do not be greedy
- Demand processes that are transparent and fair for all



### SET B: Equity for others

- Treat others with fairness
- Do not exploit/ill-treat others
- Do recognise and acknowledge other persons' contribution to any task
- Do not act in a way to take away fair chance/opportunity from others
- Support those who are not as strong as you
- Be willing to pay for the resources/opportunities you use
- Follow processes that are transparent and fair for all



# They did it!

## Sab ka Saath, Sab ka Vikas

Government of India is committed to the ideals of “Sabka Saath, Sabka Vikas, Sabka Vishwas, Sabka Prayaas” to build an Aatmanirbhar Bharat. The government has been working to ensure basic necessities to all citizens of the country through various programmes and schemes for the holistic welfare of the poor and marginalised sections of society. These include piped water supply, clean cooking fuel, roads and highways, low-cost housing facilities, secondary schooling, access to higher education, health care facilities, life-insurance, basic financial services, etc.

The Government has launched several schemes which have designed, developed and laid out the above facilities in a manner that all Indians, irrespective of their social and economic stature, benefit from these.

Source: <https://www.mygov.in/campaigns/sabka-vikas/>

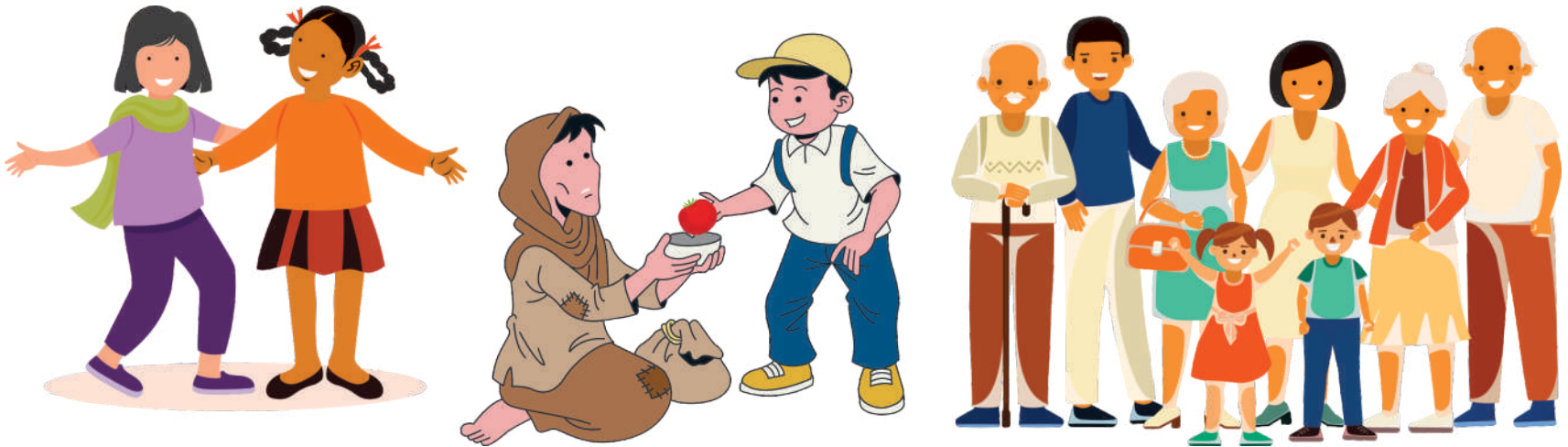
## Education to Reduce Inequalities

Room to Read believes that education is the most effective tool for solving the world’s greatest challenges — such as poverty, environmental degradation and inequality. In schools, young people should learn the skills that enable them to become changemakers and create pathways to solve tough problems in novel ways. These skills can help them define their place in the world and seek a fulfilling future. Literacy, in particular, has the power to uplift entire communities and mitigate critical problems. Focused investments in girls’ education, for example, contribute to overcoming the global climate crisis by stabilizing population growth, reducing consumption and increasing family and community resilience to climate change impacts. For all communities to reap these benefits, however, education needs must be addressed successfully at a global scale. Over the past two decades, Room to Read has designed, tested and implemented program models for achieving quality learning outcomes in literacy and gender equality. Room to Read has gone “deep” instead of “wide” in their work, and in doing so they have developed best-in-class programming. Girls and boys in Room to Read supported classrooms demonstrate significantly higher reading fluency and comprehension scores than their peers in comparison schools. Educated, competent and confident girls are an effective force to work for reducing gender-based inequalities and discrimination.

Source: Shared by Ms. Ishanee Bhattacharya, Senior Programme Officer, GEP, Room to Read India

# You can do it too!

1. Respect all people, even when they do things differently than you.
2. Make friends with children who come from families which are different from yours.
3. In your classroom and at home, try to provide space, opportunity and encouragement for everyone to participate, talk, share and discuss—young children, girls and boys, parents, grandparents.
4. Share workload of those who are not as strong as you.
5. Work in teams and share the joy of achievement with all team members alike.
6. Care for people who help us in managing public spaces such as traffic police personnel, sweepers, bus drivers etc. by offering them water or even some energy food such as jaggery (*gud*), *chikki*, biscuits, etc.
7. Find at least 1 person who is not as privileged as you and support them to cross any hurdles they are facing.



# Activity for the budding SDG Champions



## Community Explorer

### Purpose

To help learners appreciate socio-economic diversity

### Methodology

- Divide the class in groups of 4-5, so that each child belongs to a group.
- Task for each group is to explore their neighborhood and community, by interviewing different people like:
  - a. Parents
  - b. Friends of their parents
  - c. Household support
  - d. Watchman
  - e. Vegetable vendor near your locality etc.
- To understand the similarities or differences, students should be suggested to go with guiding set of questions which they can ask while interacting with different set of aforementioned people, like:
  - a. How big is their family?
  - b. How many children do they have?
  - c. How many members of the family earn?
  - d. Which school do their children go to?
  - e. What is the monthly/quarterly/annual fees of school for children?

- f. How do they get water for drinking at their homes and how do they purify it?
  - g. How is daily waste collected or disposed from their homes?
  - h. Do they feel they get benefit from any of the schemes run by Government?
  - i. How much is their weekly monthly expenditure for daily ration like food grains, eatables etc.?
  - j. How often do they go out to eat in a restaurant or order food at home?
  - k. How many days do they get off in a week?
- Once children have gathered the inputs on these guiding questions from different people, have them compare their notes and observations, consolidate their findings and present to the class.
  - After the presentations, pose the following questions to them and seek their responses:
    - a. Do they observe any similarities in facts presented by different groups ?
    - b. Do they feel that every one they interacted in this process, has the same opportunity, resources, money and facilities available ?
    - c. If they have observed any inequality, do they feel there is any role that they can play in making the situation better?



# Activity for the senior SDG Champions



## Every Penny Counts: Role Play

### Purpose

To help learners appreciate differential ways of meeting the same needs.



### Methodology

- Have the class divide in to 3 groups.
- Hand over the following details to each group :
  - a. Case Brief about the group (A, B or C); b.Sample Cost sheet of different items; and c.Instructions
- Based on the brief received by each team, they must come up with a presentation on the following. This presentation should be based on their income:
  - a. A monthly expense sheet
  - b. Few expenses which are quarterly or need basis (may not be every month like birthday, vacation etc)
  - c. If they have access of money / un-used what would they want to do of it?
  - d. If they are falling short of money, in what ways can they earn more or save for future?
  - e. Any other ideas?
- After all 3 groups have presented, open the discussion among the 3 groups on how they feel about distribution of income and resources? The activity will generate a personal response from student as they would have experienced what different income groups think about covering basic needs like food, clean water, home, access to medical facilities etc.
- As facilitator, conclude the activity by making them understand:
  - a. Real world scenario of inequitable resource distribution, among different countries.
  - b. Alignment and validity of SDG 10 in the global scenario.

- c. Gini index as one of the measure to understand unequal wealth distribution. It ranges between 0 and 100—0 indicates that income is shared equally, and 100 indicates the extreme situation where one person accounts for all income.
- d. Different schemes of Government of India which is indicative of strong support to SDG 10.

### Brief for Team 1

You are a family of 4 people, 2 parents and 2 children. You have an affluent family business with an annual income of Rs. 30 Crores every year and more. Decide and present the following for your family:

- Decide Items for monthly and annual expenses
- If you want you can add more items/services to buy, to this list (mention a tentative cost), whatever you want, as you can afford anything.
- If you have money left after covering all the monthly and annual needs, suggest ways to utilize your remaining income

### Brief for Team 2

You are a family of 4 people, 2 parents and 2 children. 2 Adult members in your family are working. Your mother is an IT engineer and father is a manager in a national bank. Your cumulative family annual income is 20 lakh rupees.

- Decide Items for monthly and annual expenses.
- If you want you can add more items/services to buy, to this list (mention a tentative cost).
- If you have money left after covering all the monthly and annual needs, suggest ways to utilize your remaining income.
- If you feel, it is being difficult to meet your expenses, what do you suggest as a family?

### Brief for Team 3

You are a family of 4 people. Your mother and father are daily wage earners. Your family's annual income is Rs. 1.80,000.

- Decide Items for monthly and annual expenses.
- If you want you can add more items/services to buy, to this list (mention a tentative cost).
- If you have money left after covering all the monthly and annual needs, suggest ways to utilize your remaining income.
- If you feel, it is being difficult to meet your expenses, what do you suggest can be done as a family?

## Sample cost sheet

Items	Monthly expense	Annual Expense
Limited Ration from Govt. Store for lower income group only (only 5kg Rice, 5 kg wheat, 5kg daal and 2 liter of oil) + vegetables	INR 5,000.00	INR 60,000.00
Staple for a family of 4 + fruits + vegetables + daily dairy products	INR 15,000.00	INR 180,000.00
basic Clothing and maintenance (Rs.100 per member)	INR 500.00	INR 6,000.00
Purchasing fashionable wear for Birthday (once in a year for 4 members)	Nil	INR 10,000.00
Rent (1.5 Room for family of 4), with free govt water supply	INR 6,000.00	INR 72,000.00
Rent (3 BHK home)	INR 20,000.00	INR 240,000.00
Electricity expense (1.5BHK: for only 2 fan and 3 bulb)	INR 600.00	INR 7,200.00
Electricity expense ( 3BHK: for 2 AC, Microwave, 4 fan, 8 bulbs, washing machine, computer, 2 geyser etc)	INR 5,000.00	INR 60,000.00
Transportation (by bus or shared 3-wheeler)	INR 1,000.00	INR 12,000.00
cooking gas (only 1 cylinder per month)	INR 700.00	INR 8,400.00
Additional Study expenses (education free in Govt. school)	INR 200.00	INR 2,400.00
School fees (2 children in a basic urban school)	INR 20,000.00	INR 240,000.00
After school tuition/coaching classes (for 2 children)	INR 10,000.00	INR 120,000.00
Ordering Pizza/food at least once a week	INR 10,000.00	INR 120,000.00
Movie in executive lounge + Popcorn + Coldrinks (2 movies a month / you may invite and pay for a few friends/guests)	INR 1,000.00	INR 12,000.00
15-day travel with family in India (train travel, stay in hotel, taxi, food etc) - once a year		INR 60,000.00
1 month Summer break in Europe (First class air travel, stay in 5 star hotel, luxury car rental, exotic dining experience, shopping etc)		INR 2,500,000.00
Gold coin (investment for future)		INR 50,000.00



Items	Monthly expense	Annual Expense
Diamond Jewelry		INR 1,500,000.00
Purchasing Bungalow with swimming pool, big garden, gaming room		INR 50,000,000.00
Luxury SUV		INR 15,000,000.00
A basic 4-seater car		INR 700,000.00
Bike or a motorcycle		INR 100,000.00
Bicycle		INR 5,000.00
Electricity bill for Bungalow	INR 30,000.00	INR 360,000.00
investment in stock market	INR 500,000.00	INR 6,000,000.00
Investment in bank	INR 20,000.00	INR 240,000.00
Designer attire for Family wedding (per person expense)	INR 500,000.00	INR 2,000,000.00
Fuel expenses for 4 cars	INR 100,000.00	INR 1,200,000.00
Fuel expenses for 1 car and 1 bike	INR 10,000.00	INR 120,000.00
Dining once a month at 5-star hotel	INR 25,000.00	INR 300,000.00
Dining once a month at a regular family restaurant	INR 3,000.00	INR 36,000.00
Monthly grocery shopping with world class ingredients + fruits+ snacks + dairy products	INR 25,000.00	INR 300,000.00
Fees (2 children in a foreign school/University)	INR 500,000.00	INR 6,000,000.00
Latest Mobile phone (1 for each of 4 members)	INR 150,000.00	INR 600,000.00
A basic Smart Mobile Phone		INR 20,000.00
Non-Smart mobile phone		INR 2,500.00
Monthly mobile bill (for 4 members)	INR 15,000.00	INR 180,000.00
Monthly Mobile recharge	INR 1,500.00	INR 18,000.00
Exclusive City Club Membership	INR 250,000.00	INR 3,000,000.00
Travel to Beach Country during Christmas Breaks		INR 2,000,000.00
Salary of 1 household help for 1.5 BHK	INR 2,000.00	INR 24,000.00



# Sustainable Cities & Communities

Make cities inclusive, safe, resilient and sustainable

11 SUSTAINABLE CITIES AND COMMUNITIES



*Human population is constantly increasing. For want of modern living, good earning opportunities, better education opportunities and living, several families and individuals are moving from rural areas to urban areas—mainly the cities. Therefore cities today are facing a pressure of very fast growing populations! For all to survive well and prosper, the world needs well-planned cities. Cities which provide safe living to the urban residents and which also maintain a non-polluted environment—sustainable cities!*

## Sustainable City

Sustainable city has a broad meaning—a city that can take care of the health and happiness of its residents, while also maintaining a good pollution free environment. A city which is able to recycle its waste well, does not generate too much carbon dioxide and which returns positively to the villages and near-by towns from where the city gets the supply of several of the resources (like vegetables, water, labourers, etc.).



# Targets under SDG 11

TARGET 11-1



SAFE AND AFFORDABLE HOUSING



TARGET 11-2



AFFORDABLE AND SUSTAINABLE TRANSPORT SYSTEMS



TARGET 11-3



INCLUSIVE AND SUSTAINABLE URBANIZATION



TARGET 11-4



PROTECT THE WORLD'S CULTURAL AND NATURAL HERITAGE



TARGET 11-5



REDUCE THE ADVERSE EFFECTS OF NATURAL DISASTERS



TARGET 11-6



REDUCE THE ENVIRONMENTAL IMPACT OF CITIES



TARGET 11-7



PROVIDE ACCESS TO SAFE AND INCLUSIVE GREEN AND PUBLIC SPACES



*Cities sometimes have areas where large number of people live in a rather overcrowded manner, and where there is limited water, sanitation and waste management facilities, even availability of electricity may be limited in such areas. These are called 'slums'. It is not desirable for cities to have such areas, and most cities are working towards transforming these areas into better places to live.*

## Do you know?

- Most national capitals—from where national government functions—are located in a city.
- Cities cover only 2 per cent of the world's land surface, but activities within their boundaries consume over 75 per cent of the planet's material resources.
- Several heritage buildings are in our cities. These help us to learn about the history of that city.
- Four Indian cities—Bengaluru, Delhi, Hyderabad and Mumbai—made it to the list of top 20 sustainable cities, as per the Asia Pacific Sustainability Index 2021.

Source: <https://www.weforum.org/agenda/2022/04/global-urbanization-material-consumption/>



By 2030,  
**6** out of  
**10** people  
will live in cities.

### Ancient Cities

Well planned cities of Harappa & Mohenjo-daro existed in the Indian sub-continent region in 2500 B.C, which is more than 4500 years ago! These were planned and well-designed cities. The ruins of the site show skillful design. Their buildings had two or sometimes more stories. The bathrooms were attached to the rooms. One of the unique features of the cities was the elaborate drainage system. A brick-lined drainage channel flowed alongside every street. Removable bricks were placed at regular intervals for easy cleaning and inspection. Do you think these ancient cities were more sustainable than the modern ones?



# They did it!

## Urban 95: Child-Friendly Cities

In order to make cities friendly for children, the Ministry of Housing and Urban Affairs (MoHUA), Government of India launched the Urban95 challenge. '95' stands for the standard height of a three year old healthy child (95 centimeters) and urban means city. Urban95 is about helping create and develop a city and its environment as seen from the eyes of a child.”

Several cities of India, like Bhubaneswar, Pune, Udaipur are implementing the Urban95 Challenge.

Source: [https://www.pmc.gov.in/en/urban95\\_Pune](https://www.pmc.gov.in/en/urban95_Pune)

## World's First Green Metro

The Delhi Metro Rail Corporation achieved an unprecedented milestone! In July 2017, Delhi Metro bagged the title of 'World's First Green Metro' for its eco-friendly initiatives! Some of their green initiatives include:

1. Delhi Metro fulfils about 50% of its power requirement by on-site solar power plant;
2. Delhi Metro Rail Corporation is planting 10 saplings for every tree that was cut during the construction of metro stations and routes.
3. In 2021, the metro saved 269 million hours of travel time for commuters in the city of Delhi.
4. Delhi Metro has a unique model, where trains run on energy produced by waste management.



Source: <https://www.thebetterindia.com/295345/delhi-metro-helps-citizens-water-and-waste-management-pollution/>

# You can do it too!

If you live in a city, try the following:

1. Visit places of historical significance and learn about the history of your city, this will help you learn about the past and the present of the city.
2. Find out more about how your city provides water to its residents and how it manages its waste;
3. Find out if there are any 'slum areas' in your city. Propose to your teacher/school to discuss what the school can do for people living in these areas.
4. Be a responsible resident of your city—do not litter, follow traffic rules, keep your house and surroundings clean, use public spaces and facilities well, but do not damage them.
5. Save energy, electricity and water as and when possible. Follow green habits.



# Activity for the budding SDG Champions



## Urban Words!

### Purpose

To help students learn about meaning of terms related to sustainable cities.

### Methodology

- Divide the class into groups of 8-10.
- Make copies of the 'Term cards'. Sample Term cards have been provided here (teachers may translate them into the language that students read in).
- Provide the students a dictionary and access to either the school library or to the internet.
- Tell them that the task of each group is to:
  - a. Write the meaning of each of the 'Terms' received by them.
  - b. Why are these terms important for 'sustainability'.
  - c. Where does the group rank (1 to 5—with 1 poor and 5 very good) their city on each of these features (words).

### Discussion

When the groups have finished presenting their work, you can encourage them to predict as to how sustainable do they think their city and/or Indian cities will be in the next 15 years (that is when they are grown-up resident of these cities).



Sustainable



Clean energy



Resilience



Crime



Carbon footprint



Public spaces



Recreational spaces



Drainage



Green cover



Public transport



Pedestrian zones



Cycling track



Water bodies



Slums



Metro rail



# Activity for the senior SDG Champions



## City Planners

### Purpose

Help the learners discuss and learn about factors that make a city sustainable.

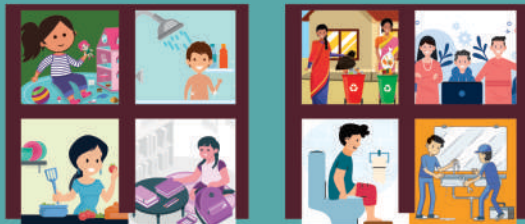
### Methodology

Ask the students to work in groups of 5-6; Tell them that they should:

- Begin by discussing if they face any problems in the city that they are living in. For example, power cuts, traffic jams, unsafe for residents, crime, monsoon water logging, poor roads, poor air quality, etc.
- Use a map of their city (from the internet) to discuss these problems and find out the probable reasons and solutions.
- Now act as if they are the city planners and builders. Then how would they build the city in terms of industries, roads, schools, railways, hospitals, markets, film-theatres, space for pedestrians, cycling track, tree cover, drainage, etc.
- The poster provided on the next page will help students think about sustainable city.
- What priorities would they have—eco-friendly, high-income, socially safe for all, etc.—for their city?
- What system of city administration and management would they like to have and why?
- Now provide a variety of material to each group (pack of material may contain pieces of cardboards, chart papers, colours, markers, glue stick, scissors, strings, legos, chinks, etc.) and ask them to build a sustainable city.
- You can encourage the groups to also think about a possible ‘thematic city’, from among the 17 SDGs, say a Green City or a Carbon-neutral city, or a zero hunger, food for all city, etc. and design it accordingly.
- When all groups have built or drawn their cities, they have to present them and the thoughts behind the results. Afterwards discuss how you can all residents of a city make their cities more sustainable?



We must ensure that cities and communities are inclusive, safe, resilient and sustainable!



With monitoring of waste management and air quality



Everyone must have access to quality, safe housing and basic services...



We must engage everyone in planning for improvement of their cities



We will promote appreciation and protection of the environment and culture



We must provide safe, organized transportation that is not harmful to the environment



We must make cities resilient to disaster and adaptable to climate change



# Responsible Consumption & Production

Ensure sustainable consumption and production patterns

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



*Production and consumption are two sides of the same coin! Therefore consumers and production units, both must act to make human living sustainable.*



## Responsible production and consumption

Responsible production is about enhancing efficiency and minimising waste generation through circular production models, instead of linear ones. And Responsible consumption is about finding workable solutions to imbalances – social and environmental – through more responsible behaviours from everyone, especially the consumers. The spirit of responsible consumption is to ensure that the basic needs of the entire global community are met, excess is reduced and environmental damage is minimised.

Several efforts by governments, government agencies, intergovernmental agencies and research, academic and technical agencies are helping production units, factories and industries in becoming more responsible and sustainable in their processes; We can complement these efforts by becoming responsible consumers.

SDG 12 focuses on ensuring responsible consumption and production pattern.

The market today offers all of us a great variety of range of products to choose from. A responsible consumer first ensures that she/he really 'needs' to buy a product. When sure of the need, then she/he makes these choices of a product/brand very thoughtfully, in designed and aware manner. Responsible consumers make conscious choice of those products which meet their needs and, at the same time, respect the environment.

A responsible consumer always asks questions like, “do I really need it?”, “how long will I use it?”, “can I borrow it from someone I know?”, “is it made from recyclable materials?”, “who made the product and how did they make it?”, “is it a locally made product?”.



# Targets under SDG 12



## Do you know?

- The world wastes about 17 per cent of all the food produced.
- By far, most food waste happens at home. On average, about 74 kilograms of food is thrown out per person every year.<sup>1</sup>
- If the current rate of overfishing continues, the world's oceans will be emptied for fish by 2048 (25 years from now!).<sup>2</sup>
- Textiles (cloth/fabric) is one of the large generated waste.
- Panipat in Haryana recycles approximately 1,44,000 tonnes of second-hand clothing, which is then used as raw material to create low-quality products like blankets, shawls, carpets etc.<sup>3</sup>

## Have you thanked them?

Have you ever asked yourself who are behind the clothes that you wear? There are several hidden costs of the clothes you choose to buy. Do you know that 90 per cent of garment workers are women, working in factories, sweatshops or as home-workers. Many are teenagers, some are even younger; their wages are very low – often below minimum survival levels. Their working hours are very often long and forced overtime; water sanitation facilities at the factory units are often of poor standards, and health and safety practices are almost nil. Such workers are often even refused the right to organise or join unions. They continue to work as the ‘unorganised sector’! With the help of your teacher, you may wish to find out more about such workers.

<sup>1</sup> UNEP's Food waste Index Report 2021

<sup>2</sup> <https://www.theworldcounts.com/challenges/state-of-the-planet/no-more-fish-in-the-sea>

<sup>3</sup> [fibre2fashion.com](http://fibre2fashion.com)

# They did it!

## Olympics Medals from Recycled Metal

The medals awarded in the Tokyo (2020) Olympics are very special and they made a world history. In 2017, 3 years before the games, the Olympic Organising Committee of Japan announced that it would collect old electronics and repurpose them into medals, and they did it!

The committee collected around 70 pounds of gold, 7,700 pounds of silver, and 4,850 pounds of bronze—all from various donated electronic gadgets—to fashion about 5,000 2020 olympics medals. This made the global games more sustainable.



## Leave No Waste Behind!

Number of initiatives in India are working towards recycling textile in an innovative, creative and useful manner—'Patch over Patch' is a sustainable fashion brand based out of Surat, Gujarat that uses post-production waste to create up-cycled clothing for women through different patchwork techniques. 'Raas-Leela' is a Gujarat-based label that works with an all-women artisans' team and uses kora cotton to create breathable, comfortable and timeless clothing. These stores and manufacturing units leave no waste behind.



# You can do it too!

1. Think before you buy, “Do I really need this?”
2. Make a list of things you need and how many/much. Let this be your guide while shopping.
3. Buy local, buy seasonal.
4. Avoid buying plastic.
5. Carry water bottle from home, refill it when needed.
6. Carry shopping bag from home, say no to a fresh bag.
7. Try to learn more about the product you shopped—where was it made, in what conditions was it made, is there a product guide with it? Can it be reused or sold-back? Is it an 'efficient' product?
8. Support local, small vendors and shops by buying from them.
9. Make a near-by local market as your popular shopping place.
10. Practice the 5 R's—Rethink, Refuse, Reduce, Reuse, Recycle—and these could help you in becoming a 'R'esponsible consumer!



# Activity for the budding SDG Champions



## Needs, Wants and Luxuries: Are we leading a sustainable life?

### Purpose

To help participants understand the difference between needs and wants and luxuries.

### Methodology

Divide the participants into teams of 6-8. Ask each team to be ready with a paper and pencil. Tell the players the following:

- They are escaping from their home town because of a sudden flood that has hit the town.
- Each team represents a family.
- Each family has time for taking 20 things from their homes before they leave their town (and before their homes are destroyed by flood).
- They are not allowed to take money.
- They do not know where they are going, when they will reach another place where they can find help, and what facilities and services they may get at the new place.
- They also do not know when, if at all, they will return to their town and whether their homes will be standing.

Give the teams five minutes to discuss and make a list of things. After the participants have made the list, give the next set of instructions, as follows:

- The truck which is to take them out of the town is already overloaded and so they have to drop any five of the 20 things they have with them. Which ten things will they choose to keep and which to drop? Ask the participants to strike off from the list, the ten things.

- On their way out of the town, the truck faced a break-down and everyone has to walk now to the destination. On their way, they are stopped by a gang of dacoits who demand that they part with any five items out of the ten that they are carrying. Which five items will they give up? Ask the players to strike out five items from the list.
- Finally each team will have a list of five items. Ask them to read out their original list of 20 items, and their final list of 5.

## Discussion

- Are the five things the team came down to, the things that they need the most?
- The five things that the teams finally chose to keep will be the things that they feel they need the most. These may include food, water, medicine, blankets, legal documents, etc. some of the five items may be common across different teams.
- Which other things did the first list of twenty contain? The first list of twenty may contain many things which may not be really be 'needed' but which the teams feel they 'want'.
- What is the difference between needs, wants and luxuries?
- Needs are absolute necessities one cannot do without. Basic needs are common to people across the world. They include food, water, shelter, clothing, recreation, social interaction, etc.
- Wants and Luxuries unlike needs, are different degrees of requirements depending upon the socio-economic background of the person. A city executive's wants may include a laptop which might be a luxury for somebody else. A farmer's wants may include good seeds, a plough. The quality and quantity of our consumption defines if we are catering to our needs, wants or luxuries. A balanced diet consisting of cereals, pulses, vegetables, etc., is a need, while a meal consisting of pulao, sweets, etc., may be a want and pizza, soft-drink, etc could be luxury for some.

# Activity for the senior SDG Champions



## Think before you buy

### Purpose

Help participants become aware that variety of natural resources go into the manufacture of processed goods, and that every step in the manufacturing process creates waste as well.

### Methodology

- Divide the participants into groups of 5-7 persons each. Give one pair of items to each group. For example, one group will be given a packet of Red Chilli Powder and a few Chillies. Another group will be given the plastic container and an earthen container, third group some tomatoes and pouch/bottle of tomato sauce, etc.
- Assign each group a large area in the room. If you would like the groups to use the floor as the writing surface, give each of them chinks of different colours. If the floor cannot be used for writing, then give each group about 50 cards/ paper pieces, and pens/pencils to write with.
- Ask the groups to keep the items they have on the floor, with a distance of about one metre separating the two items.



- Their task is to make two separate 'tails' for the two items with the cards/ paper pieces or with the chalk on the floor. The tails have to show all the resources that were used in getting the product to them. Each resource has to be written on a separate card. The cards have to be linked to each other and to the item. They can be linked with pins or with thread. If the exercise is done on the floor, the name of each of the resources can be written on the floor with chalk and linked with lines drawn with a different colour chalk. (A sample tail has been provided at the end.)
- The groups can use internet or books for reference and information.

After 50 minutes, ask each group to take turns and present their findings. The groups should highlight:

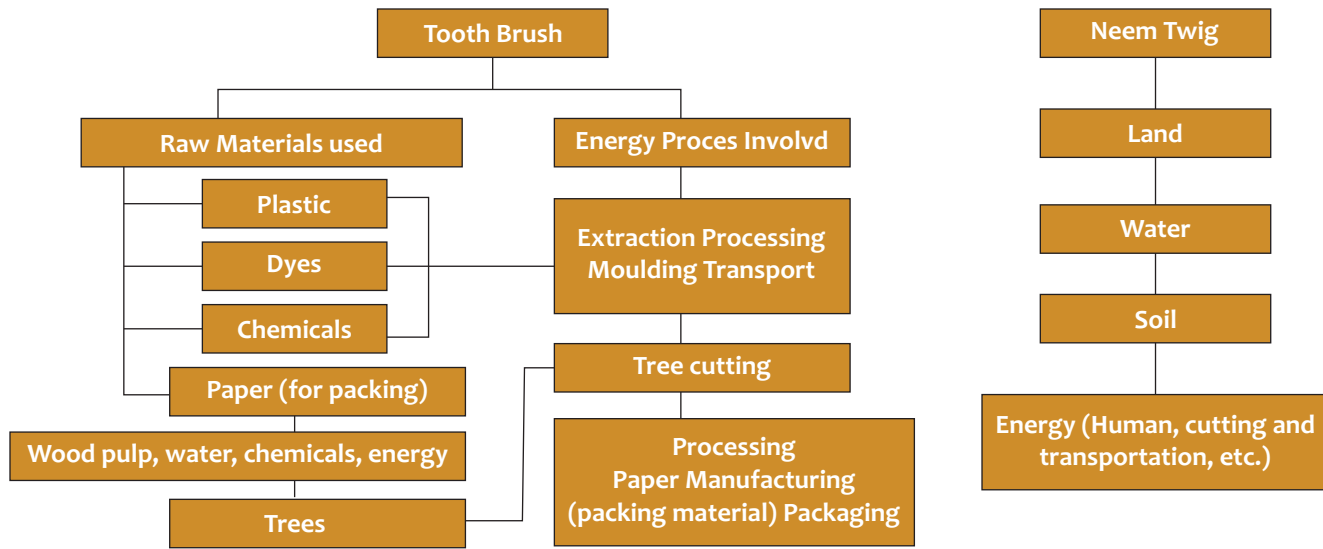
- What do the tails indicate?
- Which of the two tails is larger, complex and why?

The other groups can add new ideas and insights into the findings.

## Discussion

What pointers for action does this activity give us?

- Every product impacts the environment throughout its life—during its manufacture, use and after its disposal. Some products have a much larger impact than other products. Sometimes it may be possible for us to make choices from between two products which serve a similar purpose. What criteria we use to make this choice defines if we are a responsible consumer.





# Climate Action

Take urgent action to combat climate change and its impacts

13 CLIMATE ACTION



*Our Earth is very old—4 billion years—4,000,000,000!. Earth was very hot, like a ball of fire. It took about 1 billion years for the Earth to cool and had rains for thousands of years, by which seas and oceans were formed.*

*This created conditions for life to thrive! The first life form on Earth are said to have appeared around 3 billion years ago. We were not there then but we know about these because of 'fossils'! Can you seek the help of your science teacher to find out more about Fossils? Since then the Atmosphere of Earth has also changed a great deal.*

Humans came to exist about 200,000 years ago. Life was harsh then. Slowly, the conditions became more life-friendly on the Earth. It is said that about 12000 years ago, conditions on Earth changed and became more positive for life to thrive. Human population grew, we began to live in large gatherings—called the civilisations. Humans made great progress during this time, built cities, buildings, dams, concrete structures, weapons, etc. and also began to grow their own food—agriculture was invented!

8000 years ago Agriculture led to trade. We grew more and exchanged more with each other. Our ancestors wished to grow even more food and crops, so they cleared the forests. Slowly, our ancestors made several changes in the Earth. Not just grow plants but now we began to dig the Earth and use the minerals found there like copper, iron, gold etc. In this process we found the 'black gold' too—coal. We learnt that by burning coal we can produce heat and energy. Slowly we began to take out coal from inside the Earth.



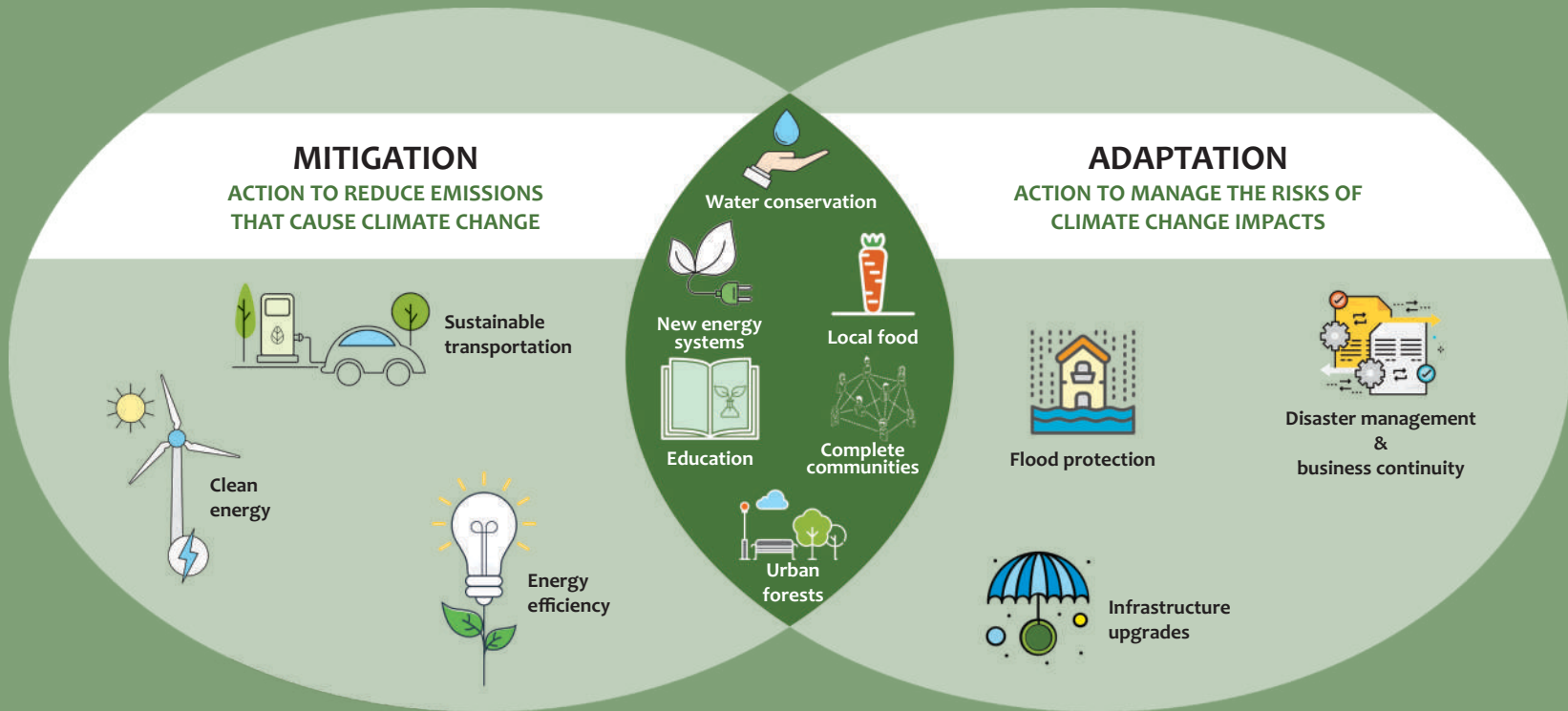
About 230 years ago, we used large scale machines and workers, to set-up industries. In the industries, we burnt fossil fuels like coal and oil to power machines to do the work for us. Hospitals, cars, computers, aeroplanes, they all got born in the 1800s.

To make our life easy and luxurious, we have changed the Earth too much—cut the forests, killed the animals, dammed the rivers, polluted the oceans and above all dug and burnt too much of the fossil fuel. Therefore ocean levels are rising, glaciers are melting, crops are failing and incidence of torrential rains, cyclones, floods and droughts are rising. These monstrous issues that plague the world are the result of a changing climate. Since the 1800s, anthropogenic activities have been the major driver of climate change. Fossil fuels are by far the largest contributor to the greenhouse gas emissions that cause climate change, which poses many risks to all forms of life on Earth.

SDG 13 focuses on taking urgent action to combat climate change and its impacts. The Goal gives 5 targets to work upon.





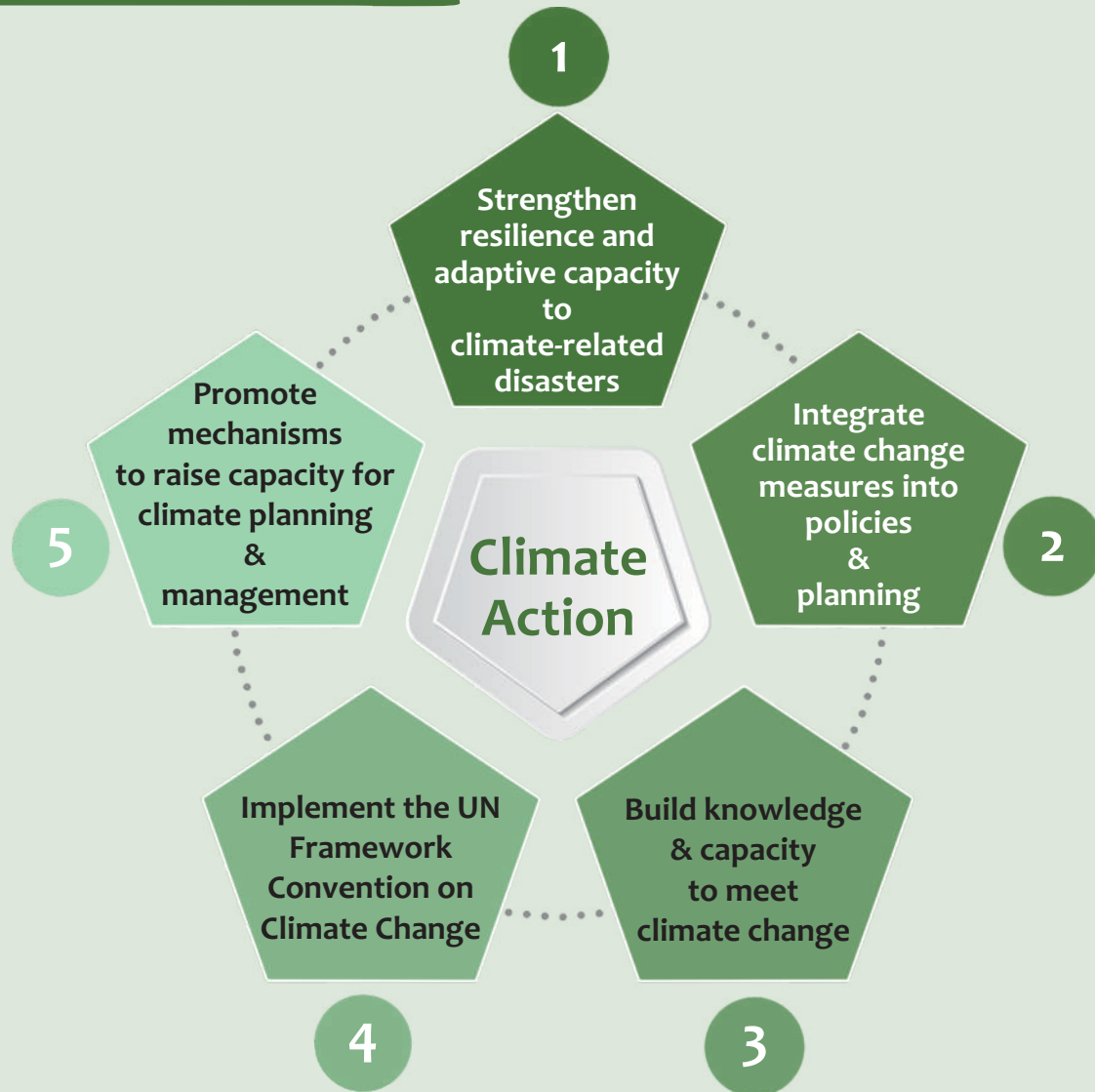


All of the air mass and the water mass on the Earth are connected as one continuum as atmosphere and hydrosphere, respectively. This makes climate change a global problem, affecting one and all; and affecting the present as well as the future generations.

All nations and citizens need to make collective efforts to combat climate change. These efforts need to be two fold:

- (a) Mitigation: efforts that would help reduce carbon emissions; and
- (b) Adaptation: efforts that would help us prepare better for climate related disasters.

# Targets under SDG 13



# They did it!

## Join the Loop: Help bring a circular revolution

The Indian Youth Climate Network has initiated '**A Circular Revolution**' (powered by HT Smart Cast)- the podcast series that celebrates the power of Indian youth to drive sustainability and innovation in the Circular Economy. In each episode, an 'Agent of Change', conscientiously identified by the Indian Youth Climate Network share his/her story. IYCN says, “Whether you are a young person looking to make a difference, or simply someone who wants to learn more about the circular economy and sustainable living, this podcast is for you. Join us on this journey of transformation and discover the power of youth-led change.”

Source: <https://iycn.in>



## Prajakta Koli: UNDP India's First Youth Climate Champion

In January 2022, Prajakta Koli became UNDP India's Youth Climate Champion. Wearing this hat, Prajakta works with young minds to create awareness on climate change, global warming and biodiversity loss. She is also addressing the need for collective action sharing inspirational stories of how governments, communities and individuals are taking definite steps to make a real difference. Prajakta says, “The youth need to be the torchbearers of this revolution and foot soldiers who will work towards the common goal of an enriched and empowered future where the human species doesn't become endangered.”

Source: <https://www.undp.org/india/press-releases/prajakta-koli-becomes-undp-indias-first-youth-climate-champion>



# You can do it too!

1. Reduce emission (cycling/walking).
2. Use your things and resources longer—buy less frequently, buy less.
3. Eat seasonal and local food.
4. Do not discard or throw away used items without a second thought—think, can it be re-used?
5. Grow more plants; plant trees and care for them.
6. Use as much natural energy as possible—sunlight, solar energy, wind & breeze.
7. Spread the word about climate change & climate action.

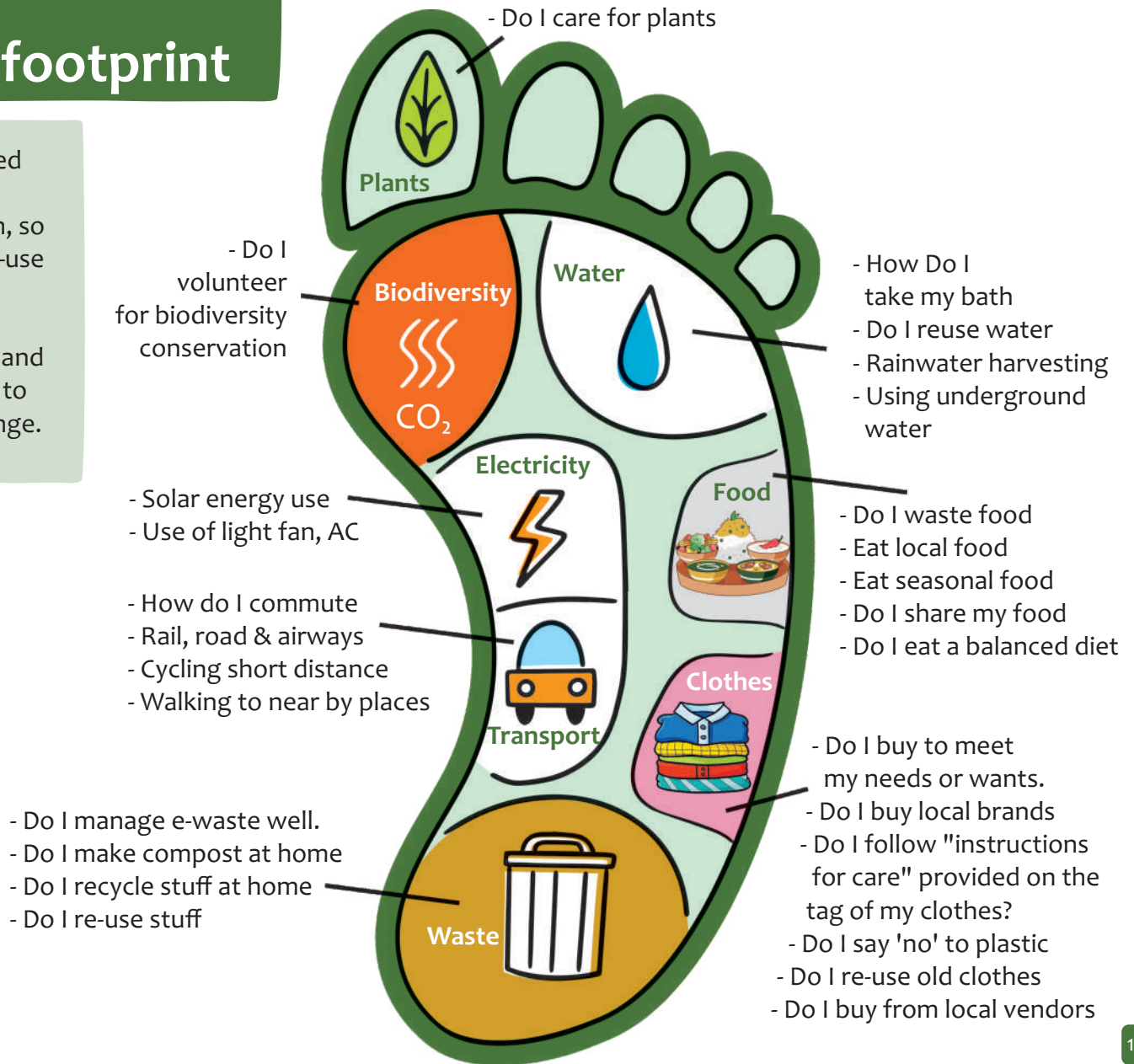


## Do you know?

- The Earth is 1.5 degree celsius hotter than it was 200 years ago, pre-industrial time. And if we do not change the way we grow our food, manufacture the commodities and live our lives, then the Earth would continue to get hotter. By 2025 it will be 2.4 degrees hotter.
- Climate change may change the world map in a few years; as several low-lying nations and cities may cease to exist due to sea-level rise.
- Carbon footprint is a tool which helps us review our individual consumption of electricity, petrol, gas, coal, etc. and helps us calculate the amount of carbon dioxide one adds into the atmosphere.
- Analysis of carbon footprint can help us consume in a responsible manner, and live lightly on the Earth.

# Mind your footprint

The footprint provided here shares with you some ideas for action, so that you live lightly—use lesser resources; use resources optimally; generate less waste; and contribute positively to mitigate climate change.



# Activity for the budding SDG Champions



## Yesterday, today, tomorrow

### Purpose

Help students understand the impact of their lifestyle on climate and environment.

### Methodology

- Give the following worksheet to the students. The worksheet aims to compare the efficiency of resource use at different times of living.
- Ask the students to think about various human activities mentioned under the 'Activity' column of the worksheet, and the practice of resource use for fulfilling these activities at different points of time—by them, by their parents and by their grand parents.
- Encourage them to discuss their views with the student sitting next to them, in teams of two.
- Once they have finished discussing, they should take 5-10 minutes to reflect on the discussion and finally fill the worksheet.
- Give them five minutes to think and fill.



Sr. No.	Activity	Grand Parents	Parents	Now	Was it good— for environment & for humans, both
1.	Cooking				
2.	Buying Vegetable				
3.	Transport (within a city/town)				
4.	Long distance transportation				
5.	Grinding spices, etc. for kitchen chores				
6.	Lighting and cooling				
7.	Hot water bath				
8.	Marriage ceremony				
9.	Brushing teeth, shaving, etc				
10.	—				

## Discussion

- Ask the students to share their findings and observations.
- Discuss with them, whose lifestyle is/was more sustainable?
- Were there practices that were very good for environment but not good for humans and vice versa?
- How can we make our present lifestyle more resource efficient?

# Activity for the senior SDG Champions



## The 5 Corner Activity

### Purpose

To help students learn the process of 'informed decision-making'.

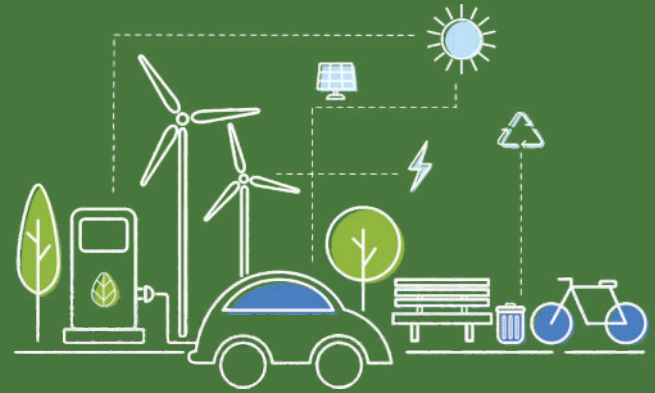
### Methodology

- Get your learners come into an open area (an area where they can move freely, where there are not many furniture restrictions).
- Now tell the groups that this activity has 'no rights and no wrongs'; and that the activity is all about helping individuals: (a) frame their individual opinions on a matter of concern; (b) Listen and understand others' views on the same matter; and (c) Appreciate that most matters related to climate change are not 'pure black and white' matters, instead they are contextual and change from person to person, time to time.
- Let the students know that you are writing 1, 2, 3, 4, 5 with chalk (on the floor, if it is carpeted, you can print these numbers on an A4 sheet in big font size and place them on the floor).
- Tell them that each number defines a 'position/view/standing' that they may keep or hold with regard to an issue related to climate change and that you will share these issues with them through written statements.
- Now project/show any of the statements to them and ask them to read, think, take sometime and then decide on their position/view—1, 2, 3, 4 or 5. Once learners have taken their final positions, they, within their group, should discuss the reasons of being in that position/spot/viewpoint. After 2 minutes, call for all groups' attention and ask them the reasons for being where they are. Go through the groups (1, 2, 3, 4, 5 or any other order that you may find appropriate) and ask each group now to share their reasons for taking a certain position. Let all listen to different groups one by one; and during this whole process if any individual gets convinced by any other group's logic and reasoning and wishes to change his/her position, then s/he may.



### Your position Your view/stand

- Strongly agree with the statement
- Agree with the statement
- I am not sure about my view
- Disagree with the statement
- Strongly disagree with the statement



Encourage learners to keenly listen to each other, and notice the divergent views that people keep with regard to matters of climate change.

Some of the statements related to climate change that you may use for this activity are:

- Individuals are responsible for climate change.
- Climate change will affect all.
- Mitigating climate change is governments' responsibilities.
- Technology will provide answers to all problems related to climate change; etc.

As a teacher, you may create many more statements like the above. However for use in this activity, caution must be taken to not put statements which have ONLY ONE RIGHT answer. Like “Climate and weather are different.” Instead only such statements shall be used where multiple view points and multiple responses (and all valid) are possible.

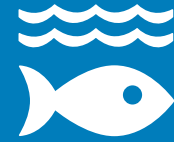




# Life Below Water

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

14 LIFE BELOW WATER



## Oceans, earth's largest ecosystem, is endangered

Healthy oceans and seas are essential to our existence. They cover 70 per cent of our planet and we rely on them for food, energy and water. Yet, we have managed to do tremendous damage to these precious resources. Rising acidification, eutrophication, declining fish stocks and mounting plastic pollution are some of the challenges that threaten the healthy and sustainable existence of our oceans. We must protect them by eliminating pollution and overfishing; and immediately start to responsibly manage and protect all marine life around the world.

The aim of SDG 14 is to reduce the pollution of the oceans considerably and to sustainably use the marine resources of the world.

## OCEANS: EARTH'S LIFELINE



**70%** of the oxygen we breath is produced by the oceans.



**90%** of habitable space of the planet is in the oceans.



Oceans provide us food, medicines and energy to drive machines.



**70%** of the earth's surface is covered by oceans. They are the 'climate regulators' - transport heat from equator to the poles, maintains climate & weather.



**80%** of life on Earth is found in the oceans.

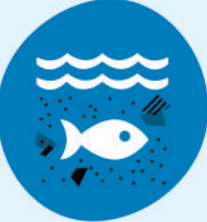



**80%** of trade & commerce, globally, is accessed through the sea water.




Oceans are high biodiversity zones of the Earth.

# Targets under SDG 14


- 


1 Reduce marine pollution
- 


2 Protect and restore ecosystems
- 

3 Reduce ocean acidification
- 

4 Sustainable fishing

- 

5 Conserve coastal and marine areas
- 

6 End subsidies contributing to overfishing
- 

7 Increase the economic benefits from sustainable use of marine resources

## THREATS TO THE OCEANS

**Carbon:** Due to fossil fuel burning, we are adding too much carbon to the atmosphere, a part of which gets dissolved in oceans and leads to acidification.

**Petroleum:** We dig deep into the oceans to extract oil & gas; these leak into the ocean causing marine pollution.

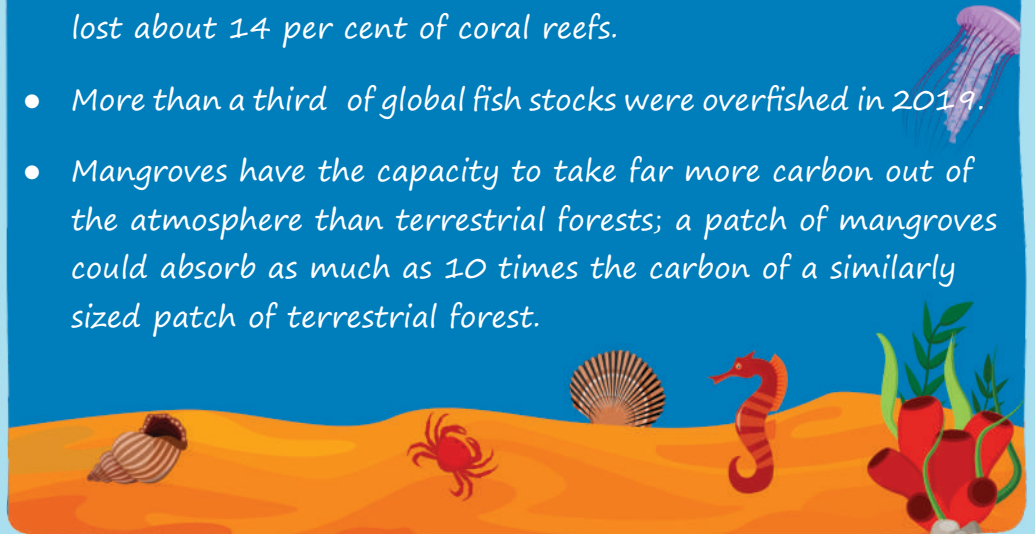
**Plastic:** Millions of tonnes of plastic has been found in the deep ocean, breaking a number of food chains, and depleting habitat.

**Too much mineral:** Agricultural run-offs from the land add too much nutrient into oceans, causing algal blooms & fish kills.

**Overfishing:** We fish from the oceans to such high extent that the fish stock gets depleted beyond recovery.

### Do you Know?

- The Ocean warming and the increase of GHG emissions are leading to an unprecedented increase in ocean acidification that has been leading to an ecological collapse. This has serious implications for human economies and culture.
- In 2021, more than 17 million metric tons of plastic entered the world's ocean, making up 85% of marine litter. The volume of plastic pollution entering the ocean each year is expected to double or triple by 2040.
- The sea is home to the world's largest living structure – the Great Barrier Reef. Measuring around 2,600km, it can even be seen from the Moon! Between 2009 and 2018, the world lost about 14 per cent of coral reefs.
- More than a third of global fish stocks were overfished in 2019.
- Mangroves have the capacity to take far more carbon out of the atmosphere than terrestrial forests; a patch of mangroves could absorb as much as 10 times the carbon of a similarly sized patch of terrestrial forest.



# They did it!

## Swachh Sagar, Surakshit Sagar

As India celebrated Azadi ka Amrit Mahotsav, the Ministry of Earth Sciences, Government of India launched *Swachh Sagar, Surakshit Sagar (Clean Coast, Safe Sea)* Campaign in 2022. This was a 75-day citizen-led initiative, aimed at improving the coastal and ocean health via community action. The campaign began on July 5, 2022 and culminated on September 17, 2022. The three strategic underlying objectives of the Campaign were to save the environment through behaviour change. The campaign's three overarching goals were:

***“Consume Responsibly; Segregate waste at home; & Dispose off waste responsibly”***

The campaign was spearheaded by Ministry of Earth Sciences (MoES) in partnership with the Ministry of Environment Forest and Climate Change (MoEFCC), Indian Coast Guard, National Disaster Management Authority (NDMA), other central ministries/organisation and other social organizations and educational institutions.

The coastal clean-up campaign was taken-up at 75 beaches along the Indian coastline.

Source: [https://moes.gov.in/about-us-0?language\\_content\\_entity=en](https://moes.gov.in/about-us-0?language_content_entity=en)



# You can do it too!

1. Refuse plastic and plastic-made items, because plastic products often end up in oceans, choking marine animals.
2. Do not waste food, eat healthy, eat locally & seasonally grown crops.
3. Don't buy jewellery and other items made from coral, tortoise shells or other marine life.
4. If your family is enjoying a vacation at a beach, ensure that you all follow responsible recreational activities like snorkelling and surfing, etc.

# Activity for the budding SDG Champions



## Marine Connections

### Purpose

To demonstrate the interconnectedness of various elements in marine ecosystems.

### Methodology

Make a set of cards (approximately of 5X8 cm; using chart paper or using one-sided old visiting cards), with the names of marine elements (sample provided below) written on these cards. A safety pin can be put through the top of each card, or 'U' pins can also be used. These will be required as students would need to pin these cards on their shirts so that the card is visible to others.

#### List of some components of the marine ecosystem:

Sun	Air	Water	Crab
Soil	Debris	Sea shells	Shells
Fisherman	Algae	Turtle	Pebbles
Sea gull	Sand	Snake	Clamps
Dolphins	Zooplankton	Insects	Tuna
Jelly fish	Octopus	Mangroves	Whale
Corals	Guppy	Snake bird	Shark
Phytoplankton	Star fish	Petroleum	Farmer
Sting ray	Shrimp	Sand pipers	Dugong





- Ask the students to sit in a circle. Distribute one card each to all players. Make sure to include and distribute cards depicting the four main elements of nature, 'Sun', 'Soil', 'Air' and 'Water'. Also distribute a 'U' pin to each.
- Ask the players to pin their cards on their dresses so that everyone in the group is able to see who they are. The players can take turns to tell the group who they represent. Now show them a ball of string and tell them that this ball represents the Sun- source of energy.
- Now ask the players, from who should this ball of string be given to? Suggestions may be several. Prompt the players by asking them whose energy makes life possible on earth. It is appropriate to begin with the Sun because it is the primary source of all energy that makes life possible.
- Take the ball of string and give it to the 'Sun'. Ask the 'Sun' to wind one end of the string around her/his finger. The task for 'Sun' is to 'pass the energy' (by throwing the ball of string) to any component of nature with whom sun has a relation. For example, the sun gives energy to algae. So the 'Sun' can throw the ball to the player having the 'Algae' card. But before giving the ball, the 'Sun' has to explain the relation s/he has with the 'Algae'.
- 'Algae' then winds the string firmly once or twice around her/his finger and then passes it to another component s/he feels related to, e.g. 'Insect', explaining the relationship. In this way, the line of relationships continues as the string unwinds and begins to form a pattern which the students hold together.
- Ask the students to see the web-like effect of the string. Then ask them to raise the web chest high. Let them hold it tightly so that if the web is pressed down it does not sag or touch the ground.

## Discussion

A marine ecosystem may be subject to a variety of pressures, such as 'oil spills, or petroleum extraction or plastic waste'. To illustrate this pressure, press the web down with your hand for a minute and release it. Ask the students to observe what happens. Because the web is intact and firm, it bounces back. This signifies a healthy (undisturbed) ecosystem. Now ask the students what would happen if some of these elements were destroyed. Let the student representing these elements drop the string. Notice the visual effect. More elements may be dropped to dramatize the effect. Now press the web down. It would probably touch the ground and cannot bounce back. Emphasize the role that interrelationships in marine ecosystem play.

# Activity for the senior SDG Champions



## Oceans and Humans: Exploring The Connections

### Purpose

To enable learners study in detail, one of the threats that oceans are facing.

### Methodology

- Provide a copy of the text given below to the students;

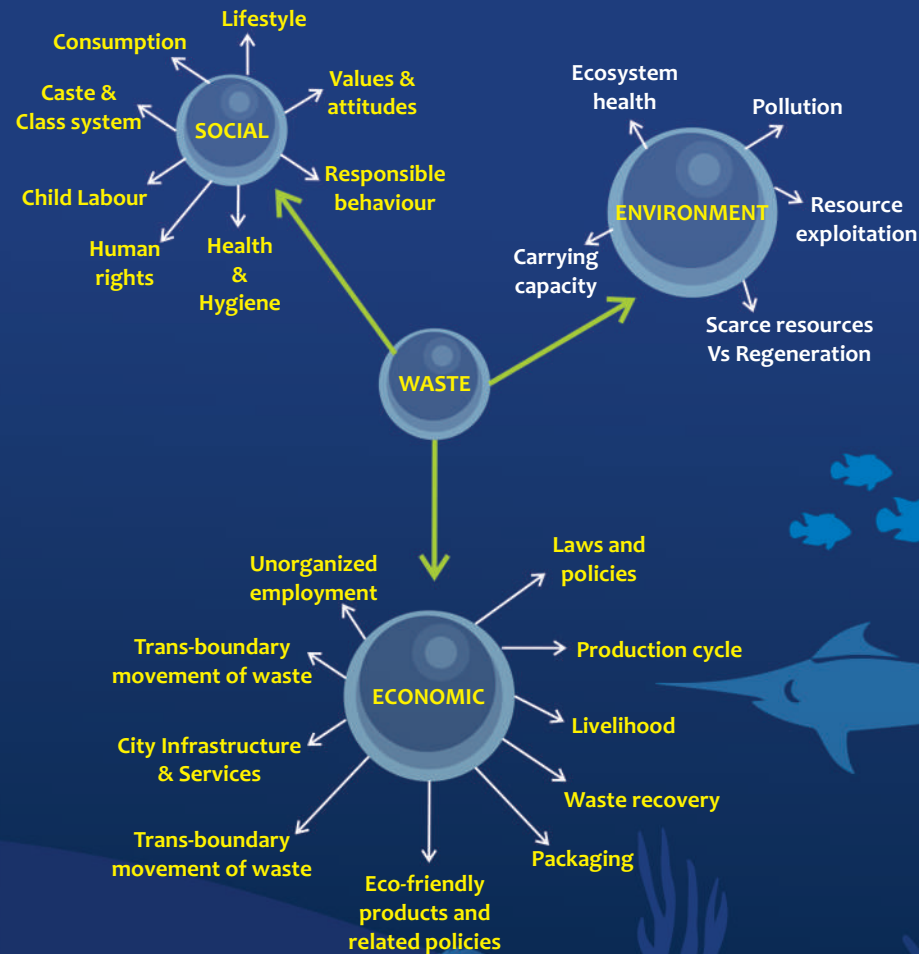
*“Ocean pollution is a major global problem, it is growing, and it directly affects human health,” said Professor Philip Landrigan, M.D., the director of the observatory and of Boston College's Global Public Health and the Common Good Program. “People have heard about plastic pollution in the oceans, but that is only a part of it. Research shows that oceans are being fouled by a complex stew of toxins including mercury, pesticides, industrial chemicals, petroleum wastes, agricultural runoff, and manufactured chemicals embedded in plastic. These toxic materials in the ocean get into people, mainly by eating contaminated seafood.”*

*Landrigan noted that, “We are all at risk, but the people most seriously affected are people in coastal fishing communities, people on small island nations, indigenous populations and people in the high Arctic. The very survival of these vulnerable populations depends on the health of the seas.”*

- Ask them to make teams of 3 or 4 members among themselves. The groups should read, comprehend and discuss the above text, and for more details, use the world wide web too.
- After discussing, the groups should take chart papers and sketch pens and do the following:
  - a. Write all those activities which are causing marine pollution, like agricultural run-off; fossil fuel burning, etc.
  - b. They should also write the impact that these are causing to the oceans, such as fish kills, blocking sunlight, harming the oceanic floor or the beach, etc.

c. Once they have written these words/terms/processes on the chart paper, they should now try to create a 'link diagram' (sample is provided below) which connects all these in multiple directions.

- On completion of the link diagram, provide 3-5 minutes to each group for presenting their work and explaining the link diagram developed by them.
- Let groups discuss and question each other.
- Discuss with the full class, on how human survival is linked and connected with the health of oceans, and why saving the oceans is essential for saving humans.



A link diagram enables visualization and analysis of relationships between two or more events/activities/ phenomena; which are represented as 'nodes/boxes' and the relationships between these events are represented as lines that are called links.





## Life on Land

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss.

15 LIFE ON LAND



### I Wonder

*I wonder where the green grass went  
All buried under the new cement.  
I wonder where the birds have flown,  
They have gone to find another home.  
I wonder where the footpath's gone,  
Right underneath your car, my son.  
I wonder where the old folks go,  
The nursing homes GB surely know.  
What grows so fast before my eyes?  
A garbage dump, a million flies.  
Is this the place you celebrate?  
In prose you made it sound so great!  
It was... ..before I knew it was fate.*

Ruskin Bond, June 2021

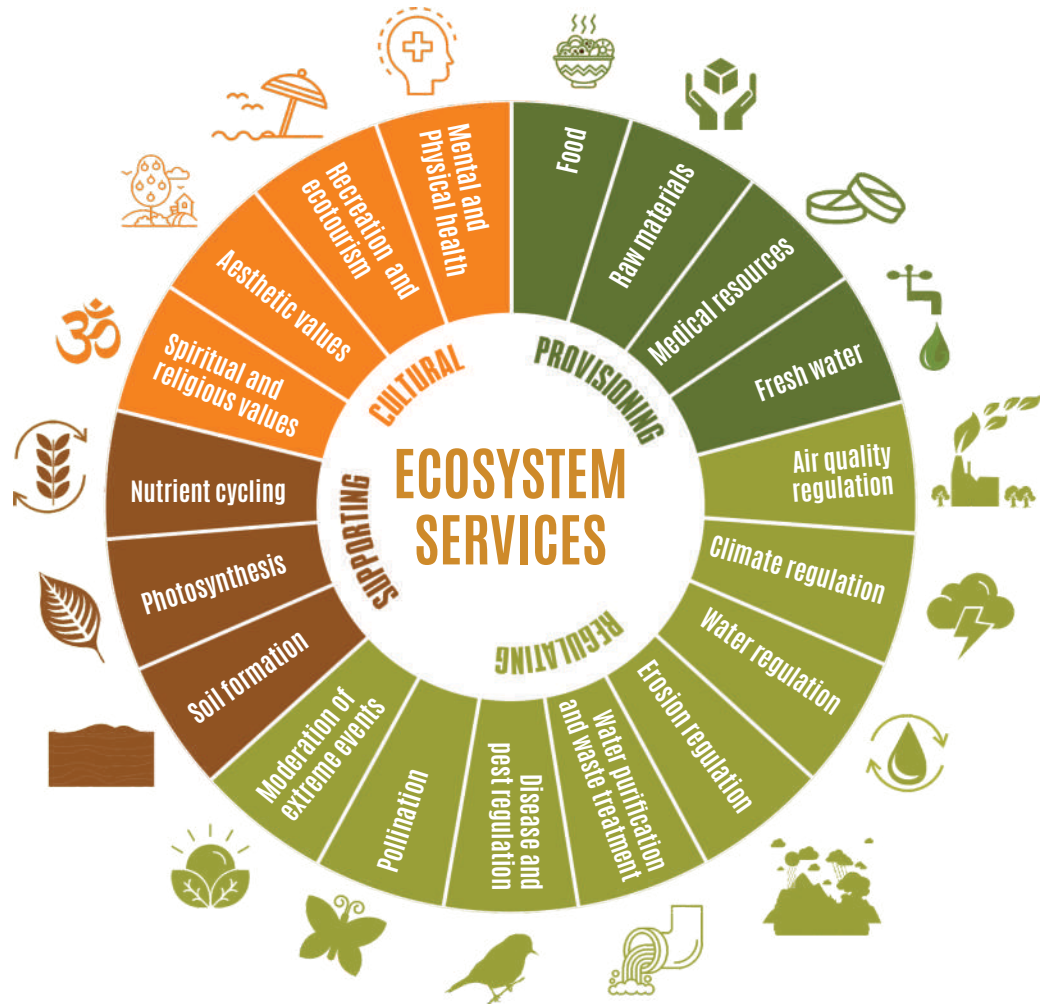
Ruskin Bond shared the above poem on World Environment Day, 2021. In this poem, he expresses a feeling of dismay about how we, humans, have depleted this earth off its natural resources and beauty! SDG 15 is about protecting, restoring and promoting sustainable use of terrestrial ecosystems.

1. Have you heard about Sir Ruskin Bond? Have you read any of his stories or poems?
2. Do you know anything about the World Environment Day—when is it observed, what is its significance?
3. What do you understand by the terms 'ecosystem' and 'terrestrial ecosystems'?

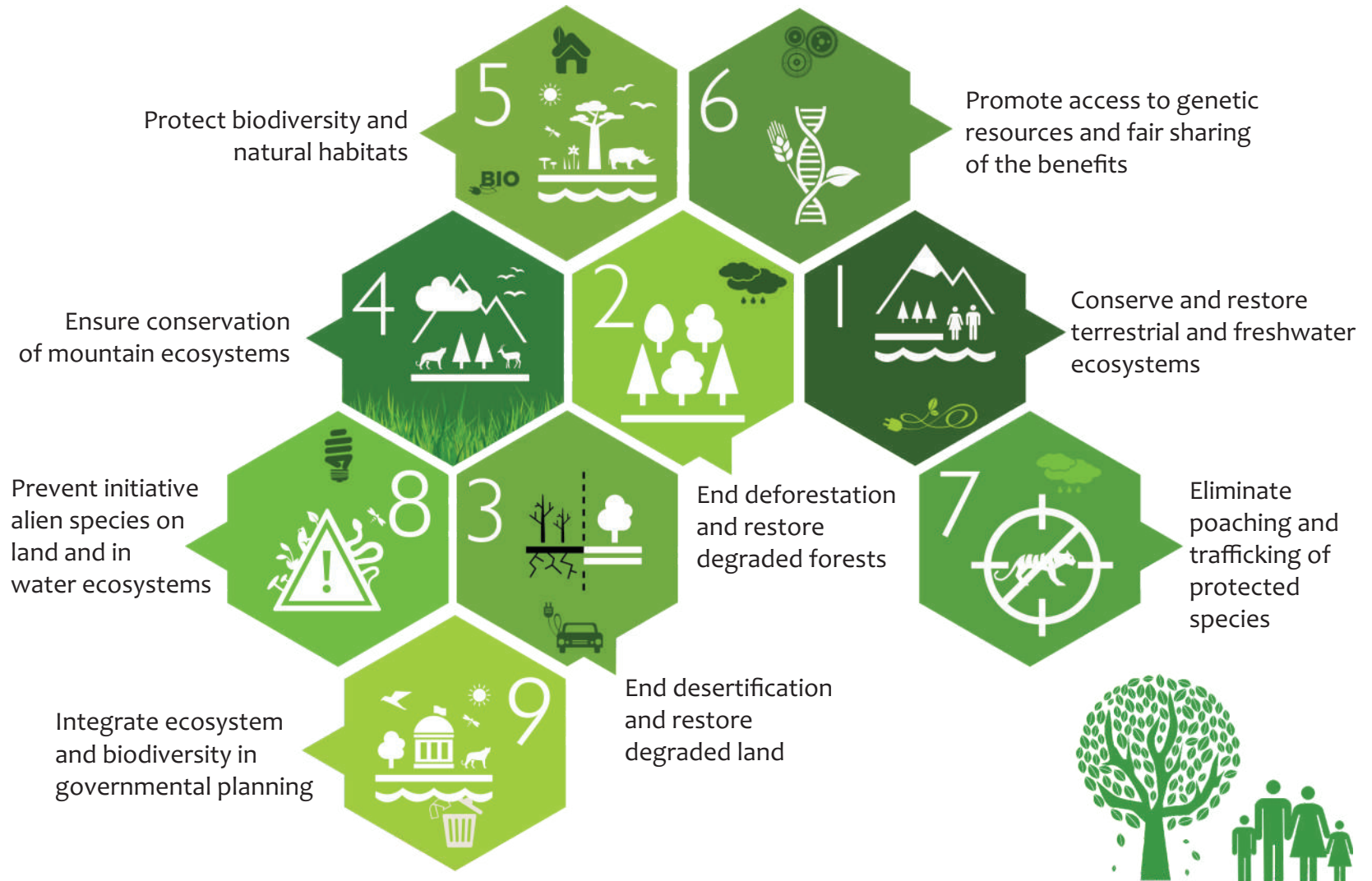
Find out more about the above by talking to your friends, family and teachers. You can also use the internet.

## SIGNIFICANCE OF ECOSYSTEMS

Why do we need to worry about ecosystems? This is because Biodiversity—the variety of plants, animals and ecosystems in the world—is a measure of Earth's health. Overexploitation of natural resources and destruction of ecosystems are threatening our planet's biodiversity, which eventually poses a threat to existence of all life-forms, including the humans.



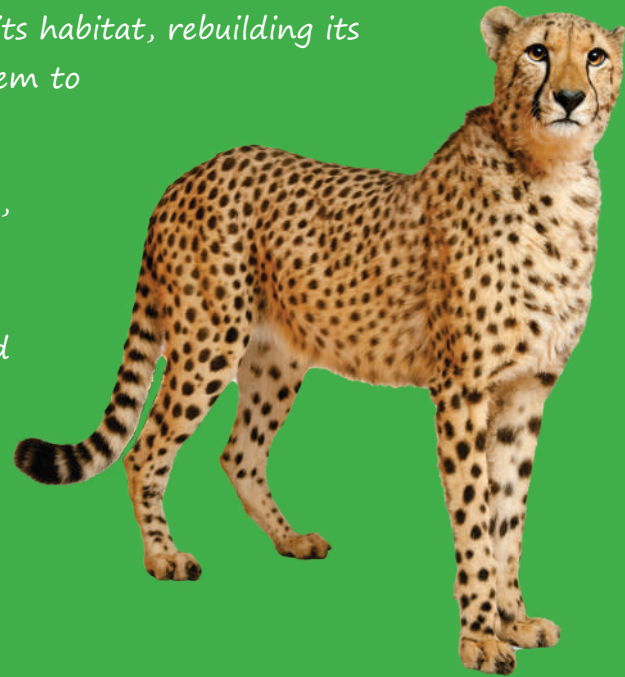
# Targets under SDG 15



## Do you know?

### Cheetah is reborn in India!

- Cheetahs have great symbolic value for India as they are part of many folk-tales of several regions of our country. Sadly, Cheetah became extinct from India in 1947. Science tells us that rampant hunting, shrinking habitats and lack of prey could have led to the extinction of this big cat from our land.
- India is trying to bring back Cheetah by restoring its habitat, rebuilding its food base and creating conducive conditions for them to survive, grow and thrive!
- After 70 years of extinction of Cheetah from India, the Government of India, reintroduced Cheetah in the Country. In all, a bunch of 20 Cheetahs from some of the African countries have been introduced in Kuno National Park, Madhya Pradesh.
- They needed to put a struggle to survive in the new ecosystem. During this struggle, 3 of the 20 cheetahs could not survive. But the good side of the story is that one of the female cheetahs gave birth to 4 cubs in March, 2023.



## THREATS TO ECOSYSTEM

A number of human activities, as natural as farming & agriculture, put stress on ecosystems. This stress leads to depletion of life-forms and biodiversity. It also leads to depleted quality of natural resources like rivers, wetlands, air etc., eventually disrupting the ability of ecosystems to maintain their balance. This depletes biodiversity, further.

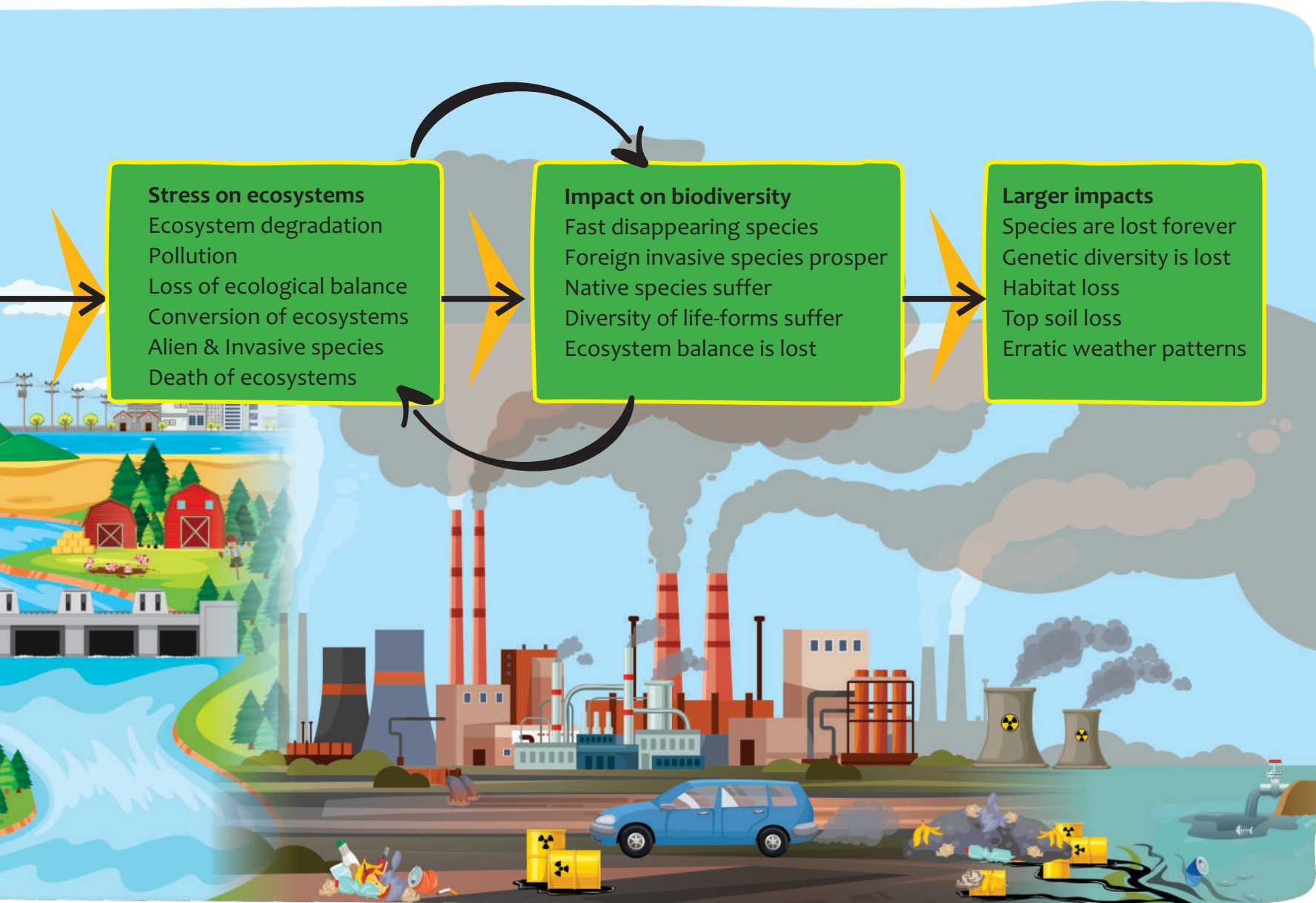
As a result, human activities trigger a vicious cycle of stressed ecosystems leading to biodiversity loss and vice-versa.

Goal 15 will not be met without a dramatic shift in our relationship with our natural environment.

## A VICIOUS CYCLE







**Stress on ecosystems**  
Ecosystem degradation  
Pollution  
Loss of ecological balance  
Conversion of ecosystems  
Alien & Invasive species  
Death of ecosystems

**Impact on biodiversity**  
Fast disappearing species  
Foreign invasive species prosper  
Native species suffer  
Diversity of life-forms suffer  
Ecosystem balance is lost

**Larger impacts**  
Species are lost forever  
Genetic diversity is lost  
Habitat loss  
Top soil loss  
Erratic weather patterns

# They did it

## Communities lead the way: Culture, tradition & practices for nature conservation

### Sacred Groves

Many communities in India, follow the tradition of ‘not disturbing’ the natural areas and ecosystems around their religious and sacred places. Such traditions have led to protection of natural areas through local taboos and sanctions that entail spiritual as well as ecological values. These are called ‘sacred groves’. A number of communities in Kerala, Goa, Maharashtra and also the north-eastern region of India are known for the sacred groves they maintain.

### Bishnois

The twenty nine principles of living in harmony with nature — ‘*bish*’ means 20 and ‘*noi*’ means 9 — is where ‘Bishnois’ get their name from. Bishnois, a tribe of Western Rajasthan has, over the centuries, protected forests, trees and wild animals in and around their villages.

The Bishnois worship nature in all its manifestations, conserve trees and medicinal plants, provide food and water to animals. Bishnois do not cut trees for fuel and timber; they remove only the dead trunks and twigs. Spotted deer, black buck and blue bull can be seen foraging fearlessly in their fields. Even if the crop is consumed by herds of deer, the Bishnois do not chase away the animals.

### The Chipko movement

Chipko Andolan was a forest conservation movement in India. It began in 1973 in Uttarakhand, then a part of Uttar Pradesh, and went on to become a rallying point for many future environmental movements all over the world. It created a precedence for starting non-violent environment-related protests in India.

Sunderlal Bahuguna, a Gandhian activist, gave the movement a proper direction and its success meant that the world immediately took notice of this non-violent movement. One of Chipko’s most salient features was the mass participation of female villagers.

# You can do it too!

1. Do not buy products made from threatened or endangered species.
2. Think before buying items made from products like leather, bird feathers, turtle skin, etc.
3. As a consumer, when given a choice, use pesticide free plant products. Pesticides end-up in rivers and lakes and are harmful to wildlife.
4. Contribute towards nurturing urban biodiversity. Work with your school and/or family to create plantations in and around your building.
5. Compost the kitchen and paper waste. It supports biodiversity, enriches the soil, and reduces the need for chemical fertilisers.
6. Eat seasonal produce. It tastes better, it is cheaper and it is environmentally friendly.
7. When you go out to purchase items, try to make environment - friendly choices.
8. Instead of gifting bouquet of flowers, gift saplings, plants or seeds.
9. Plant a variety of local species in an around your homes.
10. Generally practice the principle of 5 R's — refuse, reduce, reuse, repurpose, recycle.
11. Buy recycled products.



# Activity for the budding SDG Champions



## A Question of Quadrats

### Purpose

To enable learners understand the impact of human activities on biodiversity.

### Methodology

- You will need to arrange for the following items for each of the groups in advance: Pieces of twigs, meter scales and strings (or quadrats), pen and paper.
- Make groups of 4-5 students each. Take students outdoors to at least three significantly different green locations—may be a roadside plantation site, a garden, a woodland, etc.
- In each of the areas, ask the groups to randomly select at least three different sites. And give them the following instructions:
  - a. For each of the three selected sites make a quadrat (size would depend on the plant diversity—higher diversity, smaller quadrat) by marking the four corners using the twigs and the string to draw the perimeter.



- b. In each quadrat, record observations in the form of how many plant species are present in the quadrat. Inform the students that it is not necessary to know the scientific names of the plants. For identification they may give their own names—plants with purple flowers may be named as ‘P’, plants with serrated leaf margins as ‘S’, tall herbs as ‘T’ and so on.
- c. For each of the three quadrats, calculate the average species diversity by dividing the number of species found by the area of the quadrat.
- d. Thus for each area, at least three such readings will be available. From these three, derive an average species diversity figure for that area. (sample table given)

A Site	B Plot	C Area (meter <sup>2</sup> )	D No. of species found	E Species diversity (D/C)
1	1			
	2			
	3			

- Repeat steps 1 to 3 for each of the three green sites. Once back to the classroom, ask each group to plot a graph comparing the species diversity of the three areas.

## Discussion

- Ask the students what is the species diversity in each of the three case? Is it different for the three selected areas? What could be the reasons for these differences? Categorize these reasons into natural and human-made.
- Discuss possible human impacts on the biodiversity of a region and ecosystems.

# Activity for the senior SDG Champions



## Kaleidoscope

### Purpose

Help learners to

- (a) Appreciate the variety of functions that ecosystems serve; and
- (b) Understand that different stakeholders/groups have different relationships/associations/ dependence on natural systems.

### Methodology

- Make groups of 4-5 and give each group a set of transparency sheets and markers. Ask each group to draw a large rectangle on one transparency.
- Within this, ask them to draw how a forest would look to them from a distance within a block. (For example they may draw trees or vertical lines or tree canopy as seen from the top, etc.)
- Now ask them to list the various groups (stakeholders), which are associated with forests in one or the other way—communities, ecologists, forest guards, industrialists, business houses, government officials, other species, urban dwellers, farmers, pharmaceutical company, etc.







# Peace, Justice and Strong Institutions

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



*Today was a very special day in our school!*

*Tell me more about it.*



*Today, we celebrated the 'Global School Peace & Justice Day' by having a 'Peace & Justice for All' Manifesto drafted and signed by all students, teachers and other staff members of the school.*

*Wow, that is interesting. How did your school do it?*



*Since last 2 months our seniors took turns to discuss with us our idea of peace and justice, in a variety of manners—through poster making, slogan writing, story telling, etc. and then all these ideas were compiled as 'our school's manifesto for peace and justice.'*



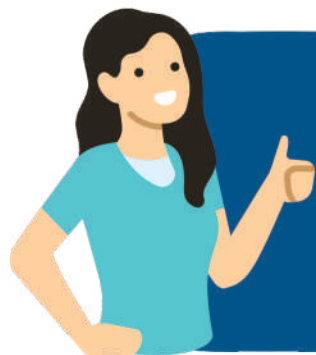


*That is interesting—a democratic and participatory way of bringing everyone's ideas onboard! Following this manifesto will make your school a safe and peaceful place for all students and teachers.*



*Also our school invited expert resource persons who made us aware of 'our rights--child rights'. They helped us understand our responsibilities as well. Through several games, stories and short films they made us aware about how can we save ourselves from abuse and exploitation.*

*Child Rights and safety! Wow, that is interesting. I do not know much about these. May be the next time we meet you can share with me some more information.*

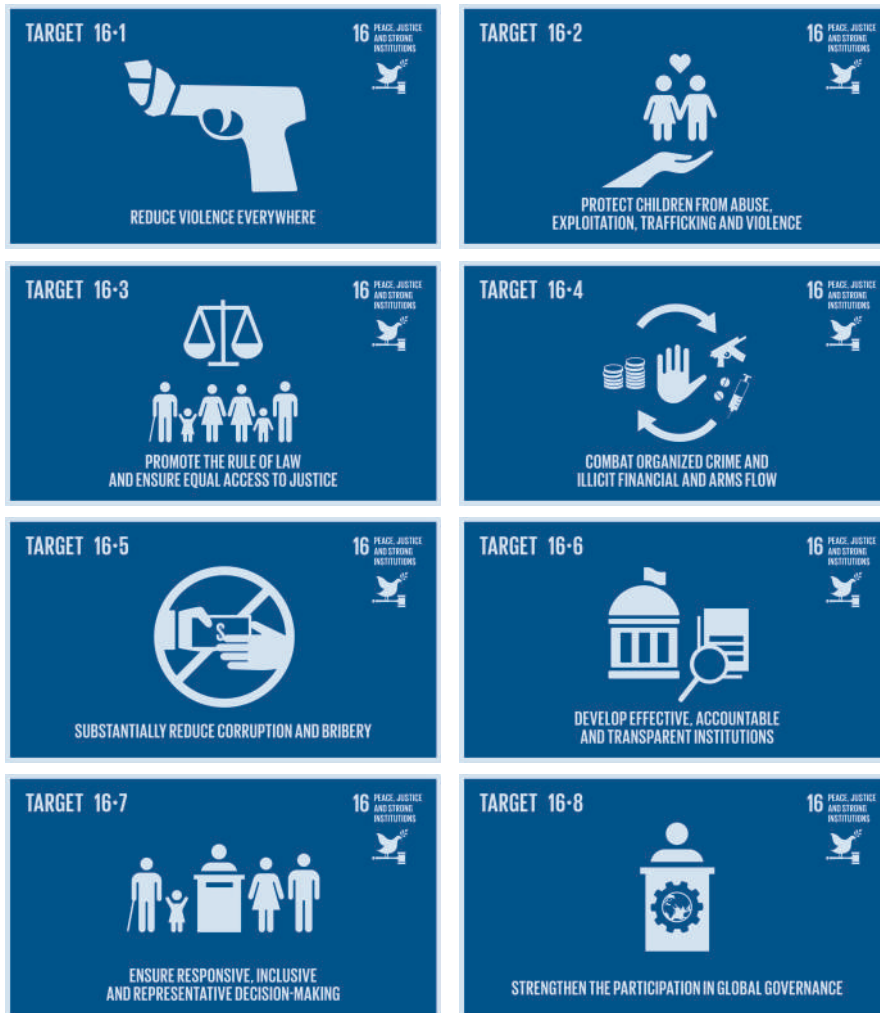


*We learnt that, SDG 16 gives us the motto of:*

- Respect all, exploit none.*
- Know your rights, and let others enjoy their rights too.*
- Resolve issues in a non-violent, peaceful and participatory manner.*
- Report crime, exploitation and abuse in any form witnessed or experienced by you.*



# Targets under SDG 16



SDG 16 calls on governments, civil society and communities to work together to implement lasting solutions to reduce violence, deliver justice, combat corruption and ensure inclusive participation at all times.

Protection of child rights and preventing children from facing any form of abuse, violence and exploitation is an important part of SDG 16. Some of the proposals that the States made under SDG 16 include:

- End abuse, exploitation, trafficking and all forms of violence and torture against children.
- Ensure that citizens are consulted before passing new laws and that governments make policies and legislations keeping both adults as well as children in mind.
- Ensure that children are given identity and birth registrations.

# They did it!

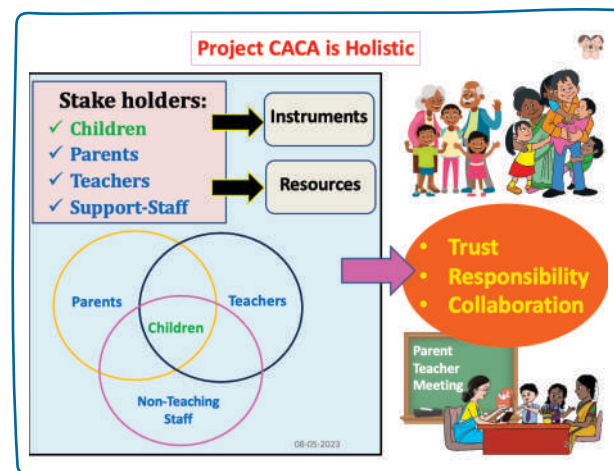
## Children Against Child Abuse

**‘Institutions should not preserve the problems to which they are a solution.’**

Schools are uniquely placed to break the patterns of violence by giving children, their parents, and communities the knowledge and skills to communicate, negotiate and resolve issues in more constructive ways. It is an essential responsibility of a school to embrace its role and ensure that systems and programmes are in place to provide a space of care and protection to children. When the safety policy and procedures with the best interest of the child are in place, worst-case scenarios are handled efficiently.

This is the belief and conviction underlying Project CACA, Children Against Child Abuse, an institution (school) driven and rights-based preventive safety programme for schools to keep our children happy, healthy and safe. Project CACA has been developed with the help of academicians, psychiatrists, paediatricians, judges, lawyers, and school counsellors. It has evolved under a democratic chain of events like opinion polls, focus group discussions, conventions, consensus building discussions and a pilot programme and continuously evolves through assessment.

Social Axiom Foundation (SAF) is the parent NGO of Project CACA.



Source: Interview with Vidushi Jain, Project Manager, Project CACA.

# You can do it too!

1. Stand for peace and non-violence.
2. Make thoughtful and judicious use of social media—do fact check, do not forward unverified messages.
3. Appreciate, believe and enjoy social diversity.
4. Practice social inclusion.
5. Raise voice against all forms of violence, including domestic violence; violence against women and children. If you see it, report it to a responsible adult immediately.
6. Know your rights—as a child or minor or even an adult—and do not let others violate your rights.
7. Respect others' rights; do not violate their rights.
8. Demonstrate a peaceful environment at home.
9. Encourage democratic, transparent and participatory practices at home and in school too.
10. Always report crime, if you have witnessed or experienced one.
11. Encourage your parents and other family members to exercise their right to freedom of information and share their opinion with the local elected representatives.

## Do you know?

*POCSO is the acronym for 'Protection of Children against Sexual Offences Act' of 2012, Government of India. POCSO Act protects children—girls and boys below 18 years of age—against sexual offences. Some aspects that make POCSO a landmark legislation in the area of child protection, include:*

- *POCSO is gender neutral.*
- *POCSO provides for child-friendly measures, procedures and infrastructure to ensure minimum trauma is visited upon the child during the judicial process.*
- *POCSO regards Child Protection as a collective responsibility. It makes the reporting of cases mandatory for every citizen.*

# Activity for the budding SDG Champions



## Celebrate Peace

### Purpose

Let students reflect on their view of peace!

### Methodology

- Guide the students to work in teams of two.
- Provide each team either pottery clay or plasticine and some colours to put on the same clay pot.
- Now ask each team to make a 'dove' of peace from the clay provided to them (they can be encouraged to use SDG 16 logo as the reference).
- They may decorate the same and give it their unique touch.
- Now they should discuss within the teams of two as to what defines peace for them. On a piece of paper write 3 important terms which they think are essential for 'peace' or which according to them 'define peace'.
- They may also write the names of the two team members on that paper.
- They should now make a necklace for their dove of peace, stick the paper to it and share with the rest of the class as to 'what does peace mean to them'.
- The students may be encouraged to display the 'peace doves' made by them and the messages tagged on the doves in the classroom!



### Discussion

You can close the discussion by sharing with the class the importance of human rights, child rights and the need of judicial and other systems to ensure safety of all in a democratic and violence-free society.

# Activity for the senior SDG Champions



## Rights Perspective

### Purpose

- To take a more in-depth look at human rights, learn why human rights exist and learn why they are necessary for quality of life; and
- For students to become familiar with international human rights documents and the unique rights of children.

### Methodology

- Write the words “HUMAN” and “RIGHTS” at the top of chart paper.
- Below the word “HUMAN” draw a circle.
- Ask students to brainstorm what personal qualities make us human and write the words inside the outline (e.g. intelligence, sympathy, etc.).
- Next, ask students what they think is needed in order to protect, enhance and develop these qualities. List answers outside the circle, and ask participants to explain them (e.g.: education, friendship, a loving family, etc.).
- Encourage a class discussion using the following suggested questions:
- Based on this list, what do people need to lead a good life?
- Can any of the qualities listed inside the circle be taken from us? (e.g.: our freedom of speech)
- What would happen if you had to give up any of the necessities listed outside of the circle?
- Explain to students that the qualities listed inside the circle are those that define a human and relate to human dignity. Everything written around the outside of the circle represents what is necessary to ensure that people have that dignity. Human rights are based on these necessities.

- Activate students' prior knowledge and ask them to list the rights they have as humans. List answers under the title "RIGHTS".
- Encourage a class discussion using the following suggested questions:
  - a. How do individuals honour these rights?
  - b. How do world leaders honour these rights?
  - c. Go deeper in your discussion on human rights. Ask students the following questions: - Have you ever heard of the Universal Declaration of Human Rights? What is it?
  - d. Why was this document created?
  - e. What are some of the rights found in this document? List examples on the board.
  - f. Can the rights in this document be applied to both adults and children? Is this fair?
- Explain that the United Nations Convention on the Rights of the Child (UNCRC) was signed in 1989, after world leaders decided that childhood was unique and something that needed to be protected. The document was signed by countries all around the world, which means they have to uphold the rights set out within it. As such, children under the age of 18 have a special convention of their own. This convention lists all the rights that children have.
- Visit the topic of children's rights by asking the following questions:
  - a. Why do children need rights of their own?
  - b. Why is it important that adults respect these rights?
  - c. What rights do you think are included in this convention? Write suggestions on the board.

## Discussion

- Ask students to write a reflection addressing children's rights, in which they must argue for or against children having their own set of rights.
- Once complete, collect student reflections. You may like to put these on display by putting them all on a chart paper or a soft-board that the classroom may have.





# Partnerships for the Goals

Strengthen the means of implementation and revitalize the global partnership for sustainable development.

17 PARTNERSHIPS  
FOR THE GOALS



*If we put it in a very simple manner, SDG 17 says that everyone must work together to make this Earth a better place for all—plants, animals and humans! Everyone can drive the change and ensure to leave no one behind.*

*This is the spirit of SDG 17. SDG 17 is about creating and facilitating mechanisms, globally as well as nationally, which can help achieve these goals.*

## Some of the highlights of what SDG 17 proposes to achieve:

1. Help ensure all countries have met the SDGs by 2030. Therefore SDGs should be present in national plans and policies. Each nation shall decide on issues which are most pressing for it;
2. Ensure that each nation allocates their own resources to achieve the goals; and in addition, where required, the developed countries should commit to support less developed ones in achieving the SDGs;
3. Nations are also encouraged to engage with organisations which are already working on themes related to SDGs; so that their experiences and reach can be used to facilitate achieving of SDGs.
4. Nations are also required to improve the data and statistics management to be able to track and assess their progress towards SDGs.



# Targets under SDG 17

1. Mobilize resources to improve domestic revenue collection
2. Implement all development assistance commitments
3. Mobilize financial resources for developing countries
4. Assist developing countries in attaining debt sustainability
5. Invest in least developed countries
6. Knowledge sharing and cooperation for access to science, technology and innovation
7. Promote sustainable technologies to developing countries
8. Strengthen the science, technology and innovation capacity for least developed countries
9. Enhance SDG capacity in developing countries



## Do you know?

During the year 2019-2020, India provided development aid of:

- Rs. 3202 crore to Bhutan;
- Rs. 1050 crore to Nepal;
- Rs 575 crore to Maldives.

## WHAT CAN WE DO ABOUT THIS GOAL?

Ultimately SDG 17 is a global call to all sections and stakeholder groups of human society to come forward, join hands, work in tandem with each other and contribute in their own ways to help realise the SDGs. Citizens, governments, business houses, industries, educational institutes, etc. need to work within their own mandates and mission to make this world a better place to live, for all.

SDG 17 emphasises on the need for the government, a variety of agencies, groups, and nations to come together and work for the SDGs. Partnerships for the SDGs is also about encouraging children and young people to find their voices as active global citizens and take action for making human living more sustainable for the Earth.



# India Did It!

As on July 15, 2022, India had supplied 23.9 crore doses of coronavirus vaccine to 101 countries and UN entities in the form of grants, commercial export, or through Covid-19 Vaccines-Global Access (COVAX). India could achieve this milestone due to tireless efforts of a variety of agencies—scientific research institutes, serum and vaccination production units, transportation agencies, local governance bodies, medical expert agencies and state as well as central governments. This partnership helped to fight the global pandemic within India but it also ensured that India supplied coronavirus vaccine to other countries as well.



# You can do it too!

1. Collaborate, coordinate and work with teachers and other children to make your school building and premises a sustainable living unit.
2. Your school, teachers, classmates and you can work in teams and reach out to people outside the classrooms in local communities, offering them help and support in whatever way they need.
3. Practice teamwork at home. Share activities among all family members and outside the family, too.
4. Work with your neighbours to make your residential area a sustainable community—carry out plantations, develop common systems to harvest the rainwater, solar energy invest in community compost pits, etc.

# Activity Junior-Senior Partnership



## Partnerships for Practicing SDGs

### Purpose

Help the whole school work towards achieving SDGs!

### Methodology

- This can be done well during school assembly, an extended one, may be on a Saturday morning. Announce such an assembly in advance and tell students to bring their aprons/lab-coats for the assembly that day, or an old t-shirt that they can pull over the uniform.
- Usually school assembly is conducted with students attending it as per their classes. For this special assembly, let students sit in mixed groups of classes; and in groups of about 15-20 students.
- In advance, keep 10-12 (based on the total number of groups formed) canvas (painting) of 3 feet by 6 feet mounted in light wooden frames spread around in the school ground, in such a manner that 12-15 students can sit around each of these. Also keep a number of paint brushes (medium to thick ones) and oil paint near each canvas.
- In advance, print big size logos and titles of the 17 SDGs and put them up on walls in the auditorium or hang them on the trees (using strings) in the school ground in a manner that students can see these and read the themes of the SDGs.
- Now let the groups sit around comfortably around these canvases.
- Announce that they should put on their aprons/old t-shirts as now they would work with paint. Their task is to ‘paint their thoughts & feelings’ with regard to themes that SDGs address.
- Tell them that music would soon be played on the PA system; (pre-select soft, soothing instrumental album for this work); and that once the music is played, no one should speak or talk; While painting, they should think about the various SDGs and how would they like to help with any of these SDGs should be the focus of their painting.

- Instead all group members must pick up paint brush, use the colours given and paint their own little painting on a small patch of the big canvas provided in front of the place where they are sitting.
- Pause the music after 15-20 minutes. And you will find 15-20 collages on SDGs ready for the school!

## Discussion

You could close the assembly by reiterating the significance of SDGs and how your school would work towards achieving the same at institutional level; and how all students, teachers and other staff members need to come together and partner in helping the school move towards becoming a sustainable school!





# They are doing it, do you want to join hands?



*This Chapter is an attempt to introduce the young SDG champions to a select set of development sector Indian agencies engaged in working towards the 17 Global Goals. In making the selection, effort has been made to present a variety of agencies—local to national; very young initiatives to old ones; single SDG focused agencies to multi-thematic ones, not-for-profit to profit making ones—to help youth feel the range and flavour of work and operations within the development sector.*

## SDG 1

**Apnalaya:** Apnalaya works with the urban poor enabling access to basic services, healthcare, education and livelihood. The organisation empowers them to help themselves and works closely with the government on issues related to the urban poor.

**YUVA:** Breaking the cycle of poverty and ensuring a bright future is the motto of YUVA. ([yuva.info](http://yuva.info))

## SDG 2

**Khaana Chahiye Foundation:** It began as a citizen-led initiative in March 2020 in response to the food needs of vulnerable populations in Mumbai during the lockdowns. Its mission is to fight hunger and meet the food demand of those in need. It has since evolved into a volunteer-driven group working to address the issue of urban hunger through community involvement.

**Akshay Patra Foundation:** As the implementing partner for PM POSHAN Abhiyaan (formerly known as the Mid-Day Meal Scheme), Akshay Patra attempts to feed the children in India who lack the means, but have the zeal to learn and achieve. By feeding them one wholesome meal a day, they give them the nourishment and motivation they need to pursue an education for a better future. ([akshayapatra.org](http://akshayapatra.org))

## SDG 3

**Swasth Foundation:** Established in 2009 with the vision of ‘Health and Joy for All’, Swasth is on a mission to build a sustainable and accountable health ecosystem. The organization’s network of primary healthcare centers provide affordable services to reduce out-of-pocket expenditure by over 50 per cent for those in need.

([swasth.org](http://swasth.org))

**Swasthya Swaraj:** Their overall efforts are towards creating a just and equitable society, free from the shackles of ill health, illiteracy, and poverty. For this, they have created a team of doctors, senior nurses, community nurses, lab technicians and support staff. This group travels to the hard-to-reach clusters in project villages.

([swasthyaswaraj.org](http://swasthyaswaraj.org))

## SDG 4

**Akshara Foundation:** The organisation was founded on the belief that quality education is the undeniable right of every child and that children should not be deprived of this just because they do not have access to it or the resources to realise their dreams. ([akshara.org.in](http://akshara.org.in))

**I TO WE Development Foundation:** I TO We is engaged in working for the cause of education, sustainable development and other social responsibility initiatives through training and Capacity building; material development; community-based programmes. ITOWE envisions to 'Come together to sustain the world'. ([itowe.in](http://itowe.in))

## SDG 5

**Centre for Health Education, Nutrition and Training Awareness (CHETNA):** CHETNA is managed by a women-led core management team, governed by a governing council and comprises a team that has academic and research experts in the field of health, nutrition of women, children and young people, education, communication, and gender. ([chetnaindia.org](http://chetnaindia.org))

**CASA:** CASA believes that our society shall never prosper without the equal participation of women. CASA has been working towards promoting gender mainstreaming since decades in its programme areas across the country. CASA is dedicated towards gender mainstreaming in both urban and the rural society. ([casa-india.org/gender-justice](http://casa-india.org/gender-justice))

## SDG 6

**Bhumi:** The Revive Lakes project by the NGO Bhumi was started with the aim of cleaning and restoring lakes and other water bodies. They bring drying and dying lakes back to life and help the people of Bengaluru fight the shortage of water.

**Tarun Bharat Sangh:** Tarun Bharat Sangh (TBS) seeks to bring dignity and prosperity to the life of a destitute section of the nation through sustainable development measures. One of the earliest work done by TBS was on rainwater harvesting in Rajasthan. ([tarunbharatsangh.in](http://tarunbharatsangh.in))



## SDG 7

**Prayas Energy Group (PEG):** The vision of PEG is that energy becomes a tool for sustainable and equitable development for all citizens. PEG works to protect and promote public interest in the energy sector. This implies focusing on the interests of the disadvantaged sections and the long-term social and environmental interests of society. ([energy.prayaspune.org](http://energy.prayaspune.org))

**Vasudha Foundation:** It has the mission to promote environment-friendly, socially just and sustainable models of energy by focusing on renewable energy and energy efficient technologies and lifestyle solutions. Vasudha believes in the conservation of Vasudha, which in Sanskrit means the Earth, the giver of wealth; in the sustainable consumption of its bounties; and in adopting green-ways for a good Earth. ([vasudha-foundation.org](http://vasudha-foundation.org))

## SDG 8

**SEWA:** The Self Employed Women's Association (SEWA): was established in 1972 by Ela Bhatt in Gujarat. Initially, a trade union, SEWA is now recognized globally. The main purpose of the organization is to strengthen women by giving them identity as informal workers. Along with that, they work on women workers' rights and use non-violent methods of demonstrations like marches and meet-ups. ([sewa.org](http://sewa.org))

**ETASHA Society:** ETASHA has been working to skill underprivileged communities for sustained employment and income generation. ETASHA works with low-income communities, with a special focus on youth, adolescents and women, to empower them with the skills, confidence and mindset required for modern-day work environments. ETASHA envisions a future where every Indian is self-reliant, has self-worth and leads a dignified and productive life. ([etashasociety.org](http://etashasociety.org))

## SDG 9

**Association for Green Industries & Services (AGIS):** AGIS is a non-profit organization working to promote a Green Economy in India through the application of Sustainable Development concepts. The primary objective of AGIS is to work with the local, state, national government agencies to provide inputs on policy matters for achieving the UN Sustainable Development Goals and Targets.

([ecoideaz.com/green-directory/association-of-green-industries-services-2](http://ecoideaz.com/green-directory/association-of-green-industries-services-2))

**Global Organic Textile Standard (GOTS) -Ecology & Social Responsibility:** GOTS vision is that organic textiles will become a significant part of everyday life, enhancing people's lives and the environment.

([global-standard.org/the-standard/philosophy](http://global-standard.org/the-standard/philosophy))

## SDG 10

**Committee of Resource Organization (CORO):** CORO aims to empower women, aid people in accessing resources, defend human rights, empower youth, and improve people's quality of life. (<http://coroindia.org/>)

**Centre for Social Action (CSA):** CSA works with community-based organizations to develop an awareness of the social problems of vulnerable groups of children and women, and respond with various resources to solve them.

**GiftAble:** GiftAble strives to empower Persons with Disabilities by providing them with essential employability skills for sustainable livelihoods. (<https://giftabled.org/>)

## SDG 11

**STEPS Centre:** STEPS has been exploring some of the hidden impacts of development interventions associated with rapid economic growth and urbanisation on the wellbeing of urban and peri-urban citizens and the environment. STEPS work encourages the rethinking of urban planning initiatives through a sustainability lens. ([steps-centre.org](http://steps-centre.org))

**NAGAR SUDHAAR SEVA:** A project of EduCARE. The Project Nagar Sudhaar Seva is committed to contribute to sustainable urban development and sustainable cities and communities through various stages of work operations that encompass SDGs. ([educare.in/nagar-sudhaar-seva](http://educare.in/nagar-sudhaar-seva))

## SDG 12

**Confederation of Indian Industries (CII):** The Confederation of Indian Industry (CII) works to create and sustain an environment conducive to the development of India, partnering Industry, Government and civil society, through advisory and consultative processes. For more than 125 years, CII has been engaged in shaping India's development journey and works proactively on transforming Indian Industry's engagement in national development. CII is playing a facilitator's role in helping Indian industries internalize the tenets of sustainability and climate action and accelerate its globalisation journey for leadership in a changing world. (<https://www.cii.in/>)

**Quality Council of India:** The QCI is a pioneering experiment of the Government of India in setting up organization in partnership with the Indian industry. QCI has been established to create a mechanism for independent third party assessment of products, services and processes. It plays a pivotal role at the national level in propagating, adoption and adherence to quality standards in all important spheres of activities including education, healthcare, environment protection, governance, social sectors, infrastructure sector and such other areas of organized activities that have significant bearing in improving the quality of life and wellbeing of the citizens of India. (<https://qcin.org/>)

## SDG 13

**Indian Youth Climate Network (IYCN):** IYCN was founded in 2008 as a coalition of young people & youth-oriented organisations to take action on climate change. IYCN aims to generate holistic awareness and empower the youth as a generation of young people to take effective action against climate change at a local, state, national, and international level. The purpose of IYCN is to bring the voice of Indian youth on the global platform as South Asia is one of the most vulnerable regions affected by potentially catastrophic climate change and environmental issues. (<https://iycn.in/about-us/>)

**The Energy and Resources Institute (TERI):** TERI is an independent, multi-dimensional organization, with capabilities in research, policy, consultancy and implementation. TERI is innovators and agents of change in the energy, environment, climate change and sustainability space, having pioneered conversations and action in these areas for over four decades. TERI's research, and research based solutions have had a transformative impact on industry as well as communities. TERI translates its research into technology products, technical services, as well as policy advisory and outreach. (<https://www.teriin.org/mission-and-goals>)

## SDG 14

**National Fisherworkers' Forum (NFF):** Registered under the Trade Union Act of India, NFF is the only national federation of state level small and traditional fish workers' unions of India. NFF has affiliated organizations in all the coastal states and union territories of the Indian mainland. NFF fights to protect the life and livelihood of the fishing communities and its basic source – fisheries resources, biodiversity and natural environment.

(<https://savethehighseas.org/about-us/members/national-fisherworkers-forum/>)

**Society for Marine Research and Conservation:** The Society for Marine Research and Conservation (SMRC), headquartered in Cochin aims to contribute further to the better understanding of the marine ecosystems of India, its flora and fauna through dedicated field research which provides necessary scientific ideas which are critical for the better protection and conservation of the marine natural resources and sustainable development.

(<https://smrcindia.in/>)

## SDG 15

**Aaranyak:** Aaranyak is a closely-knit team of environmental scientists, researchers, community workers, educators, and environmental legal specialists. It has formulated a number of conservation strategies or Divisions specific to North-East India to address crucial environmental issues. Also, other divisions undertake various focus approaches for biodiversity research and conservation in the region. (<https://www.aaranyak.org/>)

**Ashoka Trust for Research in Ecology and the Environment (ATREE):** ATREE is a non-profit organisation which generates interdisciplinary knowledge to inform policy and practice towards conservation and sustainability. For over two decades, ATREE has worked on social-environmental issues at local policy levels. ATREE envisions a society committed to environmental conservation and sustainable and socially just development. ATREE works across issues like biodiversity and conservation, climate change mitigation and development, land and water resources, forests and governance and ecosystem services and human well-being.

(<https://www.atree.org/about>)

## SDG 16

**Centre for Social Justice:** CSJ is a socio-legal, Non-Governmental Organization (NGO) initiated by the Institute for Development Education and Learning (IDEAL). CSJ is one of the first organisations of its kind in India that uses the judicial system to fight for the rights of marginalised people. CSJ's centres consist of lawyers, paralegals and researchers who are passionate about making a difference. They affect change every day ensuring minorities like women, Dalits, tribals and other socially vulnerable groups get access to the rights guaranteed to them.

(<https://www.centreforsocialjustice.net/about-us>)

**Committee for Legal Aid to Poor (CLAP):** Founded in 1982 by eminent Sarvodaya Leader Shyam Sundar Das, CLAP is an NGO that advances human rights through the use of the law, legal process and legal system. It manages the Legal Service Institute through the activities of CLAP.

The organization has a mission to render legal services pro-bono to strengthen access to justice for the marginalized and undertakes juridical advocacy for legal reform. It originated to broaden the horizon of legal services in its various dimensions for promotion, protection and enforcement of human rights. Over the years it evolved as a specialized organization in the field of law and justice. (<https://clapindia.org/>)

## SDG 17

Given that SDG 17 focuses on partnerships for the SDGs, the above listed organisations, and several thousands of more, in one-way or the other, are working towards SDGs and partnerships for SDGs. As in the true spirit of this SDG, government agencies, community organisations, NGOs, academic and research agencies, corporate and business companies, citizen groups, will all need to work together through alliance and networks, creating a mass movement on SDGs.



# Glossary

*The scope of the selective glossary of SDGs and related terms here has been provided keeping the main user group in focus—school students and educators.*

**SDGs – Sustainable Development Goals:** 17 SDGs were adopted under the 2030 Agenda for Sustainable Development. They aim to balance economic, sustainable and environmental dimensions. These came into force on 1 January 2016.

**Air Pollutants:** Air pollution describes a collection of air-borne pollutants that contribute to our air quality.

**Biodegradable:** The ability of things, especially waste material, to get disintegrated (decomposed) naturally (by the action of micro-organisms such as bacteria or fungi) while getting assimilated into the natural environment.

**Biodiversity:** A term used to capture the concept of the world's biological richness and variability. Biodiversity includes all populations and species of plants, animals, and microbes that occur in nature and the interactions within and between these populations that contribute to ecosystem function.

**Biomass:** Organic matter used as fuel specially in a power station for the generation of electricity.

**Carbon Footprint:** The total greenhouse gas (GHG) emissions produced directly and indirectly by an individual, event, organization, service, place or product. Carbon footprints are measured in tonnes of carbon dioxide equivalent (CO<sub>2</sub>e) per year.

**Carbon Offsetting:** The practice of compensating for emissions of carbon dioxide or other greenhouse gases, for example by planting trees that absorb carbon dioxide. Offsets are measured in tonnes of carbon dioxide-equivalent (Co<sub>2</sub>e).

**Circular economy:** A model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. In this way, the life cycle of products is extended. In practice, it implies reducing waste to a minimum.

**Climate:** The long-term prevalent weather conditions of an area, determined by latitude, position relative to oceans or continents, altitude, etc.

**Climate Change:** A long-term shift in climate measured by changes in temperature, precipitation, winds, and other indicators.

**Cradle to Grave:** An assessment that considers impacts at each stage of a product's life cycle, from the time natural resources are extracted from the ground and processed (cradle) through each subsequent stage of manufacturing, transportation, product use, recycling, and ultimately, disposal or recycling (grave).

**Decent Work:** The International Labour Organization (ILO) defines decent work as “productive work for women and men in conditions of freedom, equity, security and human dignity”.

**Ecological Footprint:** The area of biologically productive land and water required for a given population to exist at a given consumption level. Our ecological footprint indicates the efficiency or wastefulness of lifestyle and consumption pattern.

**Ecosystem:** An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to form a bubble of life. Ecosystems contain biotic or living, parts, as well as abiotic factors, or nonliving parts.

**Ecosystem Function:** Essential services that support human needs such as food, shelter, clothing, medicines and fuel.

**Education for Sustainable Development:** ESD enables people to develop the knowledge, values and skills to participate in decisions about the way that we do things individually and collectively, both locally and globally, that will improve quality of life without damaging the planet for the future."

**Endangered Species:** A wildlife species that is facing imminent extirpation or extinction.

**Equality:** A situation or state where all the members of a society or group have the same status, rights, and opportunities

**Equity:** It is the quality of being fair and reasonable in a way that gives equal treatment to everyone.

**Fairtrade:** Fairtrade is a certification for sustainable development. They safeguard international trade based on respect for human rights and consideration for the environment.

**Fossils:** It is the hard remains of a prehistoric animal or plant that are found inside a rock.

**Fossil Fuels:** These are formed by natural processes such as decomposition and burying of dead organisms. It is a generic term for non-renewable energy sources such as coal, coal products, natural gas, crude oil, petroleum products and non-renewable wastes. These fuels originate from plants and animals that existed in the geological past. Fossil fuels are being used up far more quickly than they are being replenished.

**Freshwater:** Surface water or groundwater deemed to be 'fresh' by local regulations. In the absence of a regulatory definition, water that has total dissolved solids less than 2,000 milligrams per litre.

**GDP:** Gross Domestic Product (GDP) measures the monetary value of final goods and services—that is, those that are bought by the final user—produced in a country in a given period of time (say a quarter or a year). GDP is composed of goods and services produced for sale in the market and also includes some nonmarket production, such as defense or education services provided by the government.

**Global Warming:** The slow gradual rise in the temperature of the earth due to emission of excess quantities of radiation-trapping gases.

**Greenhouse Effect:** When light from the sun hits the Earth, some is reflected back into space, and the rest becomes heat. Greenhouse gases absorb and reflect this heat, preventing it from escaping into space. The result is a steady warming of the planet.

**Greenhouse Gases:** Gases that contribute to global warming, e.g. carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), as well as freons/CFCs. Greenhouse gases are often quantified as a mass unit of CO<sub>2</sub>e, where e is short for equivalent.

**Groundwater:** Water present below the Earth's surface in the spaces between particles of soil and rock, or in fractures and cracks in rock formations. Groundwater flows slowly through water-bearing formations (aquifers) at different rates and is recharged from, and eventually flows to the surface.

**Habitat:** Area composed of viable assemblages of plant and/or animal species of largely native origin, supporting primary ecological functions and species composition.

**Hunger:** It is defined as the periods when people experience severe food insecurity—meaning that they go for entire days without eating due to lack of money, access to food, or other resources. This can lead to immediate illness, long-term health issues, malnutrition. Such a state can leave long-term impact on people's health and their ability to earn and live a dignified, quality life.



**Hygiene:** It refers to conditions and practices that help to maintain health and prevent the spread of diseases. Personal hygiene refers to maintaining the body's cleanliness. Home and every day hygiene includes hand washing, respiratory hygiene, food hygiene at home, hygiene in the kitchen, hygiene in the bathroom, and medical hygiene at home.

**Inclusive:** Including everything or all types of people.

**Industry:** It is an organized economic activity concerned with manufacture, extraction & processing of raw materials, or construction.

**Organic Farming:** Organic farming or production of materials and products means that they are produced within the framework of certain principles, objectives and practical measures.

**Life Cycle Assessment:** A study done to determine the environmental impact of a product. It also provides a framework to measure said impact, along with steps towards a stated goal, such as how to make that product more sustainable.

**Locally produced:** The fact that something is locally produced means that the product is produced in the vicinity of where it is consumed. The purpose of the concept of locally produced products is to reduce the transport distances and therefore lower climate emissions and at the same time benefit local producers and local businesses.

**Malnutrition:** The WHO defines malnutrition as deficiencies or excesses in nutrient intake, imbalance of essential nutrients or impaired nutrient utilization. The double burden of malnutrition consists of both undernutrition and overweight and obesity, as well as diet-related noncommunicable diseases.

**MMR:** Maternal mortality refers to deaths due to complications from pregnancy or childbirth. Maternal Mortality Ratio (MMR) is defined as the number of maternal deaths during a given time period per 100,000 live births during the same time period.

**Non-Freshwater:** Seawater, saline/brackish groundwater, grey-water or wastewater as defined by local regulations. In the absence of a regulatory definition, water that has total dissolved solids greater than 2,000 milligrams per litre.

**Oil Reservoir:** An oil reservoir is an underground pool of liquid consisting of hydrocarbons, Sulphur, oxygen, and nitrogen trapped within a geological formation and protected from evaporation by the overlying mineral strata.

**Petroleum:** It is a naturally occurring liquid found beneath the earth's surface that can be refined into fuel.

**Pollution:** The undesirable state of the natural environment being contaminated with harmful substances as a consequence of human activities is referred to as pollution.

**Poverty:** Poverty is often describes as the state of a person or community where the person person cannot earn enough to meet their basic needs. However poverty, in the context of SDGs, goes beyond income only. For example, a person may have money, but is unable to timely access a particular public service or facility because she/he lives in a remote location, or because she is a girl/woman, etc. Therefore Poverty is a multi-dimensional phenomenon, including a social phenomenon in which a section of the society is unable to fulfill even the most fundamental necessities of life.

**Protected Area:** An area of land or sea especially dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and managed through legal or other effective means.

**Recycling:** Recycling means procurement of materials. It can be anything from waste of different kinds to materials from for example clothes.

**Remediation:** The reduction, removal or containment of contaminants in soil or water for the purpose of preventing deleterious effects on the environment.

**Renewable Energy:** Renewable energy is useful energy that is collected from renewable resources, which are naturally replenished on a human timescale, including carbon neutral sources like solar, wind, and hydro power.

**Sanitation:** It is the process of keeping places clean and healthy, especially by providing a sewage system and a clean water supply.

**SDG targets:** The specific SDG target(s) that the outcome relates to; an outcome may relate to more than one SDG target, or may relate to sustainable development outcomes other than SDG targets.

**Surface water:** Water collecting on the ground or in a stream, river, lake, wetland or ocean is called surface water.

**Sustainable Development:** Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

**Water, Sanitation and Hygiene (WASH):** The consequences of unsafe water, sanitation and hygiene (WASH) on children can be deadly. Over 700 children under age 5 die every day of diarrhoeal diseases due to lack of appropriate WASH services.

**Waste:** Unwanted or unusable material.

**Waste water:** Water that has been affected by human use changing its water quality.

**Weather:** The day-to-day meteorological conditions, especially temperature, cloudiness, humidity, and rainfall, affecting a specific place is called weather.

# Explore more...

**SDG Acceleration Toolkit:** It provides 100 useful tools to move SDG commitments to action.

(<https://sdgintegration.undp.org/sdg-acceleration-toolkit>)

**SDGs Action Platform:** This is a global registry of voluntary policies, commitments, multi-stakeholder partnerships and other initiatives made by governments, the UN system and a broad range of stakeholders to support acceleration of the SDGs.

(<https://sdgs.un.org/partnerships/register>)

**SDG Integration:** This platform provides information on UNDP's support to tackling global development challenges and accelerating the progress towards the global goals. It also hosts the Knowledge Bank, a one-stop-shop for the latest resources to support the achievement of the Global Goals.

**SDG Knowledge Hub:** Developed in collaboration with the UNDP Seoul Policy Centre, UNDP India's SDG Knowledge Hub is a repository of information on the SDGs. The platform and all its learning resources have been developed in an accessible format for the benefit of Persons with Disabilities. (<https://sdgknowledgehub.undp.org.in/>)

**SDG School:** [SDG School](#) was designed in 2015 with a mission to foster community led ownership for sustainable development. SDG School is a 2-week long experiential program curated by [Makers Asylum](#). UNESCO have been existing partners for this program and since 2021 UNDP has also joined through the Accelerator Lab. 700+ participants have been trained so far (65% female participants).

**Take Action Today:** A set of actions for each of the 17 SDGs provide a ready-reckoner for citizens who want to contribute to the journey of realizing the 17 Global Goals. (<https://www.globalgoals.org/take-action/>)

**UN Student Resources:** Browse the link provided for a wide array of interesting information on the Sustainable Development Goals (SDGs) (<https://www.un.org/sustainabledevelopment/student-resources/>)

**Voices of Youth:** Voices of Youth is UNICEF's digital community FOR YOUTH, BY YOUTH. (<https://www.voicesofyouth.org/>)

**Youth Co: Lab:** Co-created in 2017 by the United Nations Development Programme (UNDP) and the Citi Foundation, Youth Co:Lab aims to establish a common agenda for countries in the Asia-Pacific region to empower and invest in youth so that they can accelerate the implementation of the Sustainable Development Goals (SDGs) through leadership, social innovation and entrepreneurship. (<https://www.youthcolab.org/>)



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