

BETTER WORLD PROGRAMME

SUSTAINABLE CHOICES

Introduction:

The Better World – Sustainable Choices badge is about sustainability practices, better choices, and how to develop sustainable habits towards a healthy lifestyle.

From changing daily habits to spreading awareness, every one of us has the power to make a difference. Use the *Background Information* supporting document to help you learn more about these issues and back up your learning by doing.

To complete this badge, you will learn about sustainability, what factors influence our choices, the impacts of our choices and how we can make more sustainable choices. You will do this through completing activities which help you to experience and appreciate these issues. The activities help you identify where action is needed and plan a project that will assist in addressing at least one of these issues for your community. You will then complete your project, either on your own or in a team, and share what you have done with others.

Remember to Plan, Do, and Review as you work through each stage.

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ALIGNMENT WITH SDGs:



BETTER WORLD – SUSTAINABLE CHOICES REQUIREMENTS

OVERVIEW

Complete four activities from Section 1 (Experience).

Complete a project based on one of those activities for Section 2 (Act).

Share your project and what you have learned for Section 3 (Share).

SECTION 1: EXPERIENCE

- Undertake **one** activity related to **each** of the following, to help you
 - a) learn about what sustainability is
 - b) understand what causes people to make different choices
 - c) find out the impacts of our choices
 - d) identify some sustainable choices you can make with your new knowledge

These activities can be from the Activity Guide (page 4), or you can create your own.

SECTION 2: ACT

- Select one of the topics you have learned about that you would like to focus on in detail.
- Find out more about the problem, and research what (if any) solutions people are already working on to remedy it.
- Determine a goal that you would like to achieve around this issue.
- To achieve your goal, create a project you could complete that would help fix the problem you have identified. Use the Project Guide (page 12), or create your own.
- Plan the project. This includes researching, delegating responsibilities, working out a timeframe, working out what equipment is needed, determining what skills and people you need, using experts, and putting all the pieces in place to successfully do the project.
- Do your project. If it's a team activity, make sure everyone's involved and working as a team. Test out new skills, follow your plan, and have fun.

SECTION 3: SHARE

- Did you achieve your goal? Why/why not?
- Reflect on the impact of your project.
- Reflect on what you have learned. How do you feel about sustainability now? Have you learned anything about your choices that are going to change your habits long-term?
- Choose a way to share your project and what you have learned with others as a way to spread the word and encourage participation. This

should include explaining how other people's sustainable choices can make a difference.

- Share your project and service hours on scout.org
- Identify future actions that could take place in your local or global community, and how you could continue to act on what you have learned.

Acknowledgements:

Thanks to BLAKE for their input into the activity guide.

SUSTAINABLE CHOICES: ACTIVITY GUIDE

Note: K, C, S, V, and R refer to Keas, Cubs, Scouts, Venturers, and Rovers, and indicate which sections the activity is most suitable for. These are suggestions only.

A) LEARN ABOUT WHAT SUSTAINABILITY IS

These activities will help you UNDERSTAND what sustainability is and be able to IDENTIFY the different choices people have around sustainable practices.

- Visit a local recycling or waste management company to learn about their processes and what residents can do differently to better support sustainable practices.

K, C, S, V, R

- Visit your local council or regional council and find out more about environmental practices in your community.

K, C, S, V, R

- Rubbish Bin Sorting activity. Use magazines to cut out pictures of a range of different items, e.g. yoghurt tub, food, cans, newspaper, pizza boxes, wrapping paper, milk cartons, scrap paper, cardboard box, coffee cups. Label two or three containers, e.g. landfill, recycling, compost, and get groups to sort the pictures into the correct bins. You could also do this with real rubbish by emptying the bin at your Scout meeting place and re-sorting any rubbish that may have ended up in the wrong place.

K, C, S

- Learn about conscious consumerism and fast fashion. Understand what sustainable practices are in the fashion or production industry and who some sustainable suppliers are. Compare different items of clothing from different sources and decide whether they are made sustainably or not. Find out who produces your Scout equipment – tents, cookers, uniforms, badges – and whether the materials come from sustainable sources.

S, V, R

- It's important to choose organic/ethical clothing as much as possible and avoid 'fast fashion' – reducing chemicals, formaldehyde, phthalates coming into your home. Look at the labels on your clothing. Make a list of all the different materials found in your clothing. Sort them into two categories – natural and synthetic. What are the characteristics of natural and synthetic fibers? Which lasts longer? Why would manufacturers blend different types of fabric? Share your findings with your group.

K, C, S, V, R

- Buying locally grown and produced foods can save fuel and keep money in your community. For example, farmers' markets can be excellent for buying food with no packaging and low carbon footprints. Can you think of other places? Take part in your family's weekly food shopping, but buy food that has not undergone heavy

processing; buy raw ingredients and cook them yourself. Buy fresh foods instead of frozen and calculate the difference in energy requirements in the processing of fresh versus frozen food.

C, S, V, R

- Next time your parents are going to the market, join them.
 - a. Observe the following:
 - i. whether they are carrying cloth/jute bags;
 - ii. what they are buying.
 - b. Make a list of products:
 - i. that they could have bought in refillable containers;
 - ii. that have unnecessary packaging;
 - iii. that could have been avoided.
 - c. Explain to them how they can help the environment when they buy products in refillable containers and avoid unnecessary packaging.

K, C, S, V

- Undertake a gardening activity using sustainable practices. Examples include exploring water-efficient irrigation systems, such as sprinkler irrigation and drip irrigation, which can be adapted to garden situations; sweep garden waste like fallen leaves and flowers into flower beds or under shrubs to increase soil fertility and also reduce the need for frequent watering; not using chemicals in the garden - as they will eventually end up in the water systems and can upset the delicate balance of life cycles; use organic and environmentally friendly fertilizers and pesticides - organic gardening reduces pollution and is better for wildlife.

K, C, S, V, R

- Create a board game around sustainability. Think about, and discuss how to live more sustainably both at school and at home - in other words, how to live in a healthy way, respecting others and the environment. To support your discussion, you could ask about ways of: *Keeping healthy - not smoking, eating a balanced diet; Respecting others - being considerate to others, looking after other people's things; Respecting the environment - reducing, reusing and recycling waste; saving water, electricity and paper.* Get into pairs or small groups and think of approximately 15 pieces of text linked to these actions. These statements should require players to go forward or back, for example: *"Didn't turn tap off properly, go back two spaces"* or *"Fitted energy-saving light bulbs, move on 3 spaces"*. The text needs to be brief to fit into the squares of a board game. Give each pair or group a large piece of thick paper or card and ask them to draw a simple board game track of about 50 squares. Then insert the pieces of text into individual squares around the track. Colour and decorate the board game. On completion, play the games in groups, taking turns so that everyone's game is played. To spread the energy-saving word further, share the game with other family members or Scout sections.
Make it harder: Scouts could create cards to accompany the game.

For example, players could be required to pick up a card when they land on certain squares. Each card could have a different action linked to living sustainably, for example: "Name one way of reducing our use of plastic" "Name three ways we can keep healthy".

C, S, V

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

B) UNDERSTAND WHAT CAUSES PEOPLE TO MAKE DIFFERENT CHOICES

These activities will help you UNDERSTAND what causes people to make different choices and RECOGNISE the considerations of these decisions.

- Survey 20 people from a range of ages/backgrounds about their sustainability habits (e.g. plastic vs reusable bags, takeaway cups vs. keep cups, recycling/composting, electric vehicle use, public transport, etc). Find out what has influenced them to make these choices, and identify any trends in the data (e.g. age, education, convenience, upbringing, social pressure). Share your findings with your group.

K, C, S, V, R

- Analyse your own choices and sustainable habits. Do you accept single use plastic? Do you recycle? Are your transport choices sustainable? Do you buy plastic water bottles? When your clothes or toys break, do you mend them, or buy new ones? Reflect on your own upbringing, education and peers to determine why you act the way you do. Share your findings with your group.

K, C, S, V, R

- Do you have friends from other countries? Talk to them about the environmental habits where they come from. What is 'greener' about their lifestyle? What is 'greener' about yours? For example, in Pakistan some people go from house to house buying old newspapers, which they then sell to shopkeepers who make paper bags out of them – a recycling scheme where everyone wins. What green practices are followed in your friends' countries? What can you learn from each other?

K, C, S, V

- Find out who makes the decisions to do with your Scout meeting place, local campsite, Scout event, or school. Interview them regarding the choices they make that relate to sustainability (e.g. suppliers, equipment, waste management, recycling, water management, etc). Do they enable participants to make sustainable choices while at the location? What has influenced the decisions of the organisers? Do you understand them? Are the alternatives easy to implement? Why/why not? Share your findings with your group.

S, V, R

- Where do you purchase the majority of your clothing from? Look at the care labels on a range of clothes you wear most often, and research whether the materials are from a sustainable source. Why do you buy your clothing from these places? Is it due to cost, ease, preference, or habit? If you found out your clothing was not sustainably sourced, would you start purchasing from a different supplier or shop? Why/why not? What would influence this decision? Share your findings with your group.

C, S, V, R

- Play 'The Cost of Jeans'. Have a look at a pair of jeans. Imagine they cost \$24 to buy. Lots of people were involved in making these jeans. In small groups, brainstorm who is involved in the production of those jeans. (Cotton grower, Cotton buyer, Person who weaves the cotton into fabric, Factory owner who makes the jeans, Shop owner who sells the jeans). Give each group one of the roles above. Explain they have 10 minutes to prepare a 'pitch' to make their case for how much of the \$24 they think they should be paid and why. Give each group 2 minutes to deliver their pitch. Record how much money each group asked for. Does the total come to more than \$24? Reveal how much of the \$24 each person actually gets: Cotton grower: \$0.60, Cotton buyer: \$1, Weaver: \$2, Factory owner: \$8.40, Shop owner: \$12. How do you feel about this? Is it fair? Discuss how you think the \$24 should be allocated based on what they have learned about the roles from the group pitches.
Cotton grower: Small family farm, raw materials, manual work, time to grow and harvest, unfavourable weather, looking after family
Weaver: Long tricky process, highly skilled job, paying staff, repaying loans on expensive machinery
Cotton buyer: Trading risks buying and selling, arranging transport, changeable markets
Shop owner: Cost of premises, shop fittings, advertising, price reductions
Factory owner: Meeting style requirements, quality control, paying skilled workers, profit is invested in design and manufacture of new jeans

K, C, S, V, R

- Play 'My Carbon Footprint': 1. Place question cards out in a circle, with the answer cards in the middle (one pile of red, orange and green each). 2. Each question has three green answers and one red and orange. When making the cards, think about the number of participants and what their likely answers will be. 3. Explain the activity. Each participant moves around the circle answering the questions and taking the correct coloured answer card at each question. Once they have answered all the questions they find a space and lay out their answer cards to make a mat. 4. Once the Scouts have laid out their mat explain what it means. The mat demonstrates their day to day energy use, which actually represents their day to day carbon footprint. The bigger your energy use, the bigger and redder your card mat is. Evaluation: 1. Once everyone has finished their mat have a discussion using the ideas below. Who has the smallest, greenest mat and who has the biggest reddest mat? What is the general energy usage/carbon footprint of your Scouts? What can you do as Scouts to reverse your carbon footprint? Would this be easy or hard? What are the group already doing to help the environment? On purpose or by accident? *Card Questions and Answers (use generic questions like these):* How do you get to School? Car (red), Bus/train (orange), Walk/bike (green). Do you switch off the lights when you leave? Always (G), sometimes (O), never (R). How often do you buy new things? More than once a week (R), once a week (O), once a month (G).

S, V, R

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.
K, C, S, V, R

C) FIND OUT THE IMPACTS OF OUR CHOICES

These will help you REALISE the ways that certain choices impact the environment and UNDERSTAND how making more sustainable choices could make a difference.

- You use water every day. For example, to brush your teeth or to prepare a soup. But how much water have you used today that you can't see? Prepare a poster board where you include the names of everyone in your group. For each litre of water used by each person that day, give each person a small sticker to put on the poster board. For example, you could ask "Who's wearing a t-shirt?: you need water to grow the cotton, drinking water for the person who picked the cotton, water for the truck that brought it to the factory, water at the factory to produce the t-shirt, and then water for the truck that takes the t-shirt to the store. And, whose shirt isn't brand new? You need an extra sticker for washing it." With your Kaiārahi, think about other examples where children have used 'invisible water'. How does the poster board look at the end of the activity? Research some facts about how much water is needed to produce different items, such as a car, a book or a hamburger, and share the information with your group. You may be surprised!

K, C, S, V, R

- Turning off the tap saves water and money. The more water we use the more water catchment areas are needed and the greater the cost of treating water. Do you think you are wasting too much water? Use an online water calculator to help you find out how much water you and your family use at home. What can you do to lower your water consumption? Try to collect the water used to wash vegetables and salad, or from rainfall, to water your houseplants or garden. Share with your family the advantages of saving water.

K, C, S, V, R

- Get into small groups and give one participant in each group a balloon, who blows it up until it is firm and each balloon is about the same size. Don't tie a knot in the balloon, but hold it tightly. Explain that this balloon represents the Earth. There are many human activities that affect the Earth and its resources. Ask groups what are some of these activities? One person asks the following questions: Do you walk, bike or travel by bus to school? Do you collect food scraps for the compost or worm bin? Do you grow vegetables at home? Do you turn off a light whenever you leave a room? Do you turn off the TV at the wall? Each member of the group, including the person with the balloon contributes their answer either Yes or No. For every Yes - let a little bit of air out of the balloon, representing a little bit of stress taken off the Earth. For every No - add another puff of air to the balloon, representing greater stress placed on the Earth. Continue with the following questions but with the reverse outcome (for every Yes add a puff,

for every No let a little bit of air out): Do you wrap your school lunch in plastic wrap? Do you leave the tap running when you clean your teeth? Do you throw paper away when you have only used one side? Now compare what has happened to the balloon. Debrief from the activity and reinforce how our actions and choices influence the planet, noting that if we go too far it will be irreparable. Each participant chooses one sustainable action that they want to carry out going forward, e.g. turning off lights when leaving the room.

K, C, S

- 'Ecological footprint' is defined as the measure of human demand on nature and compares human consumption of natural resources with Earth's ecological capacity to regenerate them. Complete an online calculator to find out your environmental impact, including ecological and carbon footprint. Do you demand more of Earth's natural resources than it can cope with? How many Earths would it take to sustain your lifestyle? Identify some actions you can start implementing to reduce your impact.

C, S, V, R

- Get your Scout group, family or class to collect a pile of all the single-use plastic you use in a week or month. Plastic takes many years to break down, and can cause significant environmental damage if consumed or ingested by animals. See if you can reuse the plastic you have collected in some way that is useful. Look at how much plastic was used by a small number of people and multiply that by the population of your town/city. Draw a map showing where you think this plastic would have ended up otherwise, and share your findings. Encourage your group to think of alternatives to buying short-term items in plastic.

K, C, S, V, R

- 'Fast fashion' refers to inexpensive clothing produced rapidly by mass-market retailers in response to the latest trends. Find out why fast fashion is particularly bad for the environment and what impact it has. Do some research and find out five brands or shops that have a range of sustainable sources (e.g. Patagonia, AS Colour, Warehouse, H&M, Icebreaker). Go and visit these shops and look at the labels on some items of clothing there, and their cost. Talk to the staff there about their brand's sustainability practices. Share your findings with your group.

C, S, V, R

- Work out the environmental impact created from five of your favourite items of clothing, based on their material, brand, shop purchased from, and any other information you can find. What could you buy instead that would have a reduced environmental impact? Why? Share your findings with your group.

K, C, S, V, R

- Record how long you spend in the shower during one week, and work out your daily average. How do you compare to the average of 8 minutes? A 3-minute reduction in shower time, from the average 8, to 5 minutes could save 6-15 gallons of water per shower per person per day. Work out how much water this would be across

your whole family. Design or buy a shower timer and encourage all family members to reduce their shower time by 3 minutes a day to save water and reduce your environmental impact. Work out what else this amount of water could be used for. Idea - while the water is heating up, collect that water for your plants or for other uses around the home.

C, S, V, R

- Track how much time you spend driving places in one week. Driving 10 percent less, by walking, biking, carpooling, or taking public transit, can reduce greenhouse gas emissions by 0.2 to 0.8 tonnes per year, depending on the vehicle. In a different week, aim to reduce your time driving by at least 10%. Share how you did it with your group.

K, C, S, V, R

- Know your electricity consumption. Calculate your daily electricity usage and what appliances use that power. Design a graphic representation of the electricity usage, from maximum to minimum, in your daily routine. Discuss the various ways to reduce energy (LPG, electricity) consumption. How could simple actions, such as installing energy-efficient home lighting systems or understanding and following energy labelling, help home appliances work more efficiently and eventually even reduce your expenditure?

S, V, R

- Start noting how much food, if any, goes to waste in your house. Calculate how much energy, water and other resources were used to produce the wasted food. Keep a diary of your observations. Then talk to your family about how you can reduce waste. After a week, compare notes with your team. Which food-saving ideas worked? Which ones didn't? Set up a compost bin or worm farm to help manage your food waste and reduce the amount of waste going to landfill.

S, V, R

- The group stands in a circle around a play parachute. Lift the parachute up as a group and one Kaiārahi calls out a statement. Anyone who agrees with the statement runs under the parachute and swaps with another person before they get trapped as the parachute deflates and falls. *Statements: I have a mobile phone. I have owned more than one mobile phone. I like to upgrade my phone as soon as I can. I still have an old mobile phone lying around at home. I have sold or given away an old mobile phone. I have thrown away an old mobile phone. I have never thought about what happens to old mobile phones.*
- Show a video or news article to the group e.g. E-waste video and projector: www.youtube.com/watch?v=JXDrIvShZKU OR printed copies of a news article e.g. www.theguardian.com/world/2013/dec/14/ghana-dump-electronic-waste-not-good-place-live. What issues are highlighted? What surprised them? What do they think the impact is of sending e-waste to Ghana / Nigeria? Repeat the game with these statements. *I am surprised that many of the phones end up in*

Africa. People in Ghana / Nigeria are making good use of our old phones. I want to find out more about what to do with my old phone.

K, C, S

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

D) IDENTIFY SOME SUSTAINABLE CHOICES YOU CAN MAKE WITH YOUR NEW KNOWLEDGE

These activities will enable you to IDENTIFY the different choices available to you and others and to IMPLEMENT more sustainable habits in your own life.

- Find out what waste in your home can be recycled or composted and the ways in which you can reduce, reuse, and recycle. Take an action to directly reduce your waste. For example, you could use reusable containers in your lunch box and a reusable drink bottle instead of single-use plastic wrap or plastic bottle.

K, C, S, V, R

- Research the daily actions people can take to look after their surrounding environment. How could you incorporate these actions into your daily routine? Create a poster to explain these actions. Share your poster with your group and explain why each action is important.

K, C, S

- Get involved in upcycling. There are lots of ways to convert seemingly useless items into useful things. For example, you can use an empty toilet paper roll to arrange bracelets or you could use an empty pasta sauce bottle to store pens and pencils, or create artwork or woggles from rubbish. Find more ideas here: <https://twistedsifter.com/2012/06/creative-ways-to-repurpose-reuse-and-upcycle-old-things>. Make a list of all your ideas and come together as a group to share them. Do a project where you convert things from useless to useful and decorate them. Organize an exhibition or even a sale in your community with your creations as a way to encourage everyone to think creatively about helping the environment. If you do a sale, you could donate the proceeds to an environmental project or charity.

K, C, S

- Don't buy anything new for a whole month, and see how this impacts - or not - your lifestyle. Learn practical ways to manage without new things., For example: sharing things, making your own (e.g. soap), or asking for hand-me-downs from others. At the end of the month, look at the things you own and donate anything you no longer need.

K, C, S, V, R

- Recycle your own paper. For this activity, you will need: 1. Waste paper from old notebooks/newspapers/magazines, 2. A little starch, 3. A bucket or an old basin, 4. A mortar and pestle or any other device to pound the paper, 5. A wire mesh sieve or a perforated plate. Steps: a) Tear the paper you are using into small pieces. b) Soak the paper pieces in warm water in a bucket with a little starch. c) After a few hours, take it out of the water and pound it with a

mortar and pestle until it becomes soft and pulpy. Add more starch to thicken it. d) Put this pulp in the sieve to allow the water to drip out. Press it if required to get the excess water out. e) Now tip the sieve slowly upside down, spreading the pulp over a smooth surface. Put some weight on the pulp to make it flat. f) Once it dries up your handmade paper is ready for use. You will not be able to write on it but you can draw on it or use it for some other purpose.

K, C, S, V, R

- Recycled Art. You may already know about the importance of recycling and how it can help our planet conserve its resources. It is time to spread the word! With your group, collect many different rubbish items, for example, glass bottles, carton boxes, plastic containers, etc. and use them to create an artwork. You can make a 3-D rubbish monster or a cool mural showing an image. Be as creative as you can! Try to do this in a public space so you can raise awareness and encourage your family, friends, and community members to recycle.

K, C, S, V, R

- Create your own compost – an environmentally friendly way to keep your garden healthy! a. Dig a pit in the corner of your garden or use a box or a big tub and place it on your balcony. b. Line it with dry grass or straw. c. Put in all biodegradable waste such as leftover foodstuff (make sure that it does not have salt and sugar in it), vegetable peelings, paper, dried leaves, etc. d. Cover with a thin layer of soil. e. Water once or twice a week to keep it moist. f. Every 15 days or so turn the contents of the pit. Add more waste as it is generated. g. After 3 or 4 months the compost manure will be ready for use.

K, C, S, V, R

- Find out about Plastic Free July and research examples of where most of our waste comes from. Attempt a whole month (doesn't have to be July) of going plastic free. See how many of these habits you can continue after the month is over.

K, C, S, V, R

- Count how many plastic bottles you use each month (cleaning products, soap, shampoo, conditioner, water, make-up, etc). Consider which more sustainable products or brands you could use instead, e.g. Ecostore, Ethique.

S, V, R

- Complete a chemical audit in your home. What chemicals or hazardous materials are in your kitchen, laundry, bathroom, or garage? Can any be substituted with low-phosphate or phosphate-free options? Take unwanted household chemicals to hazardous waste collection centers; do not pour them down the drain. Pouring chemicals down the drain may disrupt your septic system or contaminate treatment plant sludge. Make your own sustainable soap, cleaning products, detergent and/or beeswax wraps.

K, C, S, V, R

- How do you prepare your lunch for school, or food for tramps and camps? How do you keep it preserved or wrapped? Plastic wrap may take up to 40 years to break down. What would it take for you to eliminate all plastic from food storage? How can you wrap food sustainably? e.g. with beeswax wraps. Make your own and use them for at least a month. Make some more and share or sell them to friends and family.

K, C, S, V

- Make a list of daily activities which creates waste or has an environmental impact (e.g. nappies of a younger sibling, plastic bags for collecting dog poo, use of sanitary products, using the drier). Research and consider sustainable solutions for each of these (e.g. reusable nappies, compostable doggy bags, menstrual cups, air drying clothes) and implement their use in your day-to-day life.

V, R

- Go on an 'energy diet' for two weeks. Create a plan to reduce your energy consumption at home, when moving from one place to another, and at school. Carry it out. How much energy does each action save? How does using less energy and fewer resources help protect biodiversity? Challenge your friends and family to try your plan.

K, C, S, V, R

- Turning off lights and appliances saves energy and money. The more energy, the more rivers are dammed or more fossil fuel is burned, causing air pollution and increased carbon dioxide emissions. Have you thought about how many light switches and electrical sockets you have at home? Well, you will be surprised! An energy audit can help you calculate how much energy your family uses at home and identify ways to reduce your energy use. 30% of a home's energy usage comes from the lighting. Turning the lights off when you leave the room can dramatically reduce the amount of energy used for lighting. Count all the light switches and electrical sockets you find in your house and then write or draw pictures for how electricity is used in your home, your school and in hospitals. Discuss with your group. Did you think this much electricity was used every day? Now, to encourage everyone at home to save electricity, make some cool light switch covers and put them all around your house! Keep a diary of all the ways energy is used on a daily basis in your home. Look for ways to reduce energy usage. For instance, do your brothers and sisters or other family members leave the lights on in empty rooms? Or do you leave appliances plugged in when not in use? Share energy-saving tips with your family, and collect some facts to convince them. After one week, compare notes with your friends. What did you change at home? What did they manage to change? Who was the most successful? Make a pledge to keep up these changes for a month and then review your efforts. Can you keep going for six months? A year? Forever?

K, C, S, V, R

- Our reliance on cars that burn fossil fuels is one of the major causes of increased levels of carbon dioxide in the atmosphere and is a major cause of air pollution. Track your transport use over a period of one week. Calculate the carbon emissions you produce by using a car, and plan to go at least a week using more sustainable transport methods (e.g. public transport, car pooling, biking, walking).

K, C, S, V, R

- Set up your own organic fruit and vegetable garden – not only are they delicious and fresh but they also have a low carbon footprint with no transport costs.

C, S, V, R

- Houses, organisations, and individuals can save energy, preserve natural resources, and prevent greenhouse gas emissions by reducing, reusing, and recycling. Review the 3 R's in your personal life and home or school and come up with an action plan to improve these.

K, C, S, V, R

- Take part in a national environmental campaign, for example School Strike for Climate or Plastic Free July.

K, C, S, V, R

- Offer to wash your family car, and do it on the lawn. Not only will your car be clean, it will water the grass. Your other alternative is to go to a car wash that recycles their water (which most do). Try not to wash your car in your driveway, as the chemicals will flow down the drain and out to sea.

K, C, S, V, R

- Lots of young people throughout the world spend an increasing amount of time each day using electronics including mobile phones, computers and televisions. How much time do you spend using electronics each day? For this challenge, you will set aside one hour each day (this must be after school) where you promise to engage in activities that do not require electricity. During this hour you may choose to engage in activities such as going for a walk, playing a sport, reading a book, helping your parents or neighbours, dancing, or doing your homework. Make a chart for your one-month challenge, and write down what you did during your electronics-free hour each day. What was the hardest part of this challenge? What did you learn from your electronics-free challenge? Do you think you can continue after your challenge month is up or even increase the amount of time you don't use electronics per day?

K, C, S, V, R

- SCOUTS New Zealand has a partnership with Litefoot. Register your Scout meeting place for a LiteClub audit, to track your environmental impact. Get involved in the review and learn about how to make your hall more energy efficient. Apply these learnings to your school and home as well.

K, C, S, V, R

- Have you noticed which types of food you eat every day? No? It must be time for you and your group to keep a food journal! Everyone writes down what you each eat during a week. Then, add

up all the meat you eat. Which types of meat are consumed the most? Research and explain how raising and eating livestock contributes to climate change. Finally, with your Kaiārahi, plan a low emissions meal and cook it at your next camp/tramp. How does eating wisely help reduce global warming?

K, C, S, V, R

- Meat, especially red meat, is one of the biggest contributors to carbon emissions. Explore recipes that do not contain meat but still allow you to have a balanced, nutritious diet. For example, see if you can cook an alternative meal once a week which, instead of meat, contains legumes and pulses (which also contain protein). Organise a cooking challenge with your group to create the tastiest vegetarian (or low emissions) meal on your next Scout camp/tramp.

K, C, S, V, R

- Answer the following questions and share your answers with your group in a format of your choice: What aspects of my lifestyle support (or not) the sustainability of the planet? What demonstration/manifestation of unsustainable lifestyle can I identify in my surroundings? What do I know about resources and sustainable development? Have I heard of the SDGs? If yes - what can I explain about them? What can happen if people continue to exploit natural resources and cause environmental degradation? What can be the impact if people do not lower their ecological footprint? What can I do to live more sustainably? What can we do as individuals or groups in order to keep the planet livable for future generations (think also about alternatives)? Where and from whom can I learn (individuals, movements, materials)? How can I share and promote the idea of responsible lifestyles?

K, C, S, V, R

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

SUSTAINABLE CHOICES: PROJECTS GUIDE

These projects will enable you to IMPLEMENT an initiative to encourage sustainable choices from your community, plus CONVINCe other people to join in and create their own sustainable habits in their own lives.

Note: It is vital to ensure that your project is going to achieve its intended outcome of benefiting others through a focus on community development. Being helpful, rather than just assuming helping through your service project. Use a partnership focus – find out what is needed and helpful to the community you are intending to support, and find out what is already happening that you could get involved with, before creating your project.

To make significant change, partnerships and empowerment are key.

- Set up a sustainable solution for waste (recycling, compost, water refilling, reducing plastic, suppliers etc) at the next major Scout event (e.g. National Cub Day, Jamboree, National School) to enable participants to make sustainable choices while attending.

S, V, R

- Find out who supplies your Scout equipment – tents, cookers, uniforms, badges – and whether the goods come from sustainable providers. Start a campaign or design a policy for all your suppliers (group, local, regional, or national) to meet certain sustainability criteria and work on getting it implemented.

S, V, R

- Develop a campaign to phase out single-use plastic (e.g. water bottles, plastic packaging) from your school tuckshop. Prepare for some of the challenges you might face and what you can do to make the change easy to implement.

C, S, V, R

- Develop a campaign at your school or Scout group to set up a recycling and/or waste management system. Prepare for some of the challenges you might face and what you can do to make the change easy to implement.

C, S, V, R

- Set up a campaign at your workplace to influence your co-workers to undertake sustainable habits at work. For example, using printers that can print on both sides of the paper; using the back of a draft or unwanted printout instead of notebooks; buying recycled paper if you can; switching off computer monitors, printers and other equipment at the end of each day (standby mode still uses power, which adds to global warming); turning off your office light and computer monitor when you go out for lunch or to a meeting; setting up a zero waste or recycling programme.

V, R

- Develop a sustainability policy for your Scout group (or Zone, Region, National). This could include transport (e.g. offsetting emissions), sustainable suppliers, waste management, water

management, and more. Put this policy into place locally or for an event.

V, R

- Create a community garden.

C, S, V, R

- Within your group, have a contest to see who can make the most changes in their everyday lives to be greener and more energy-efficient. See the individual actions for some ideas of steps you can take. Keep a checklist and compare notes at the end of one month to see who the winner is. Make sure the winner gets a prize!

K, C, S, V, R

- Put together a vegetarian recipe book and distribute it, to encourage people to eat more vegetarian meals (at least one per week).

K, C, S, V, R

- Run an EnviroWeek campaign at Scouts or school to raise awareness for environmental challenges and encourage young people to take practical action on an issue of your choice.

C, S, V, R

- Develop a campaign and plan for low-emissions transport for your fellow Scouts. Work out ways they can reduce their emissions in their travel to school, Scouts, and other activities during the week, and put together a plan to help ensure this is achieved.

C, S, V, R

- Set up a sustainable waste management system in your school, Scout meeting place, or workplace.

S, V, R

- After undertaking a LiteClub audit, take the lead on putting the action plan into practice and introducing more sustainable practices into your Scout meeting place, school, or home.

S, V, R

- Do any other project approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R