LEARNING LOCALLY, TRANSFORMING GLOBALLY

A Project Guide for Educators and Youth to Advance the UN Sustainable Development Goals



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Shelburne Farms Institute for Sustainable Schools

Learning Locally, Transforming Globally

A Project Guide for Educators and Youth to Advance the UN Sustainable Development Goals 2024

Based on the 2015 Healthy Neighborhoods, Healthy Kids Project Guide by Shelburne Farms

Design by Holly Brough. Flower illustration by Andrea Estey.

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> Shelburne Farms Institute for Sustainable Schools

The Shelburne Farms Institute for Sustainable Schools offers professional learning programs and resources for preK-12 educators. All of our offerings prepare educators to facilitate learning experiences for students using a lens of sustainability. We believe in the power and potential of students to address the world's most pressing issues. We see schooling as a pathway to create healthy and just communities, successful lives, and a more livable world for all. In partnership with students and communities, educators are changemakers.



Acknowledgments

This resource would not have been possible without all the many inspiring educators at Shelburne Farms and schools around the world who contributed to both the original *Healthy Neighborhoods, Healthy Kids* guide and this new creation, *Learning Locally, Transforming Globally.*

A special thanks to the educators at:

- The Sustainability Academy at Lawrence Barnes, Burlington, Vermont
- Champlain Elementary School, Burlington, Vermont
- JFK Elementary School, Winooski, Vermont
- The High School for Environmental Studies, New York, New York
- Kopila Valley School, Surkhet, Nepal

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This publication was made possible by the generous support of:

- Bay and Paul Foundations
- Willard Jackson

For their generous support of our education programs:

All the friends and contributors to Shelburne Farms



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Foreword

ncreased student achievement and engagement. Re-energized educators. Improved school culture. Positive impacts on air and water quality. Reduced energy use and waste.

How is all of this possible? Through education for sustainability.



Study after study shows that by teaching toward

sustainability with a focus on making community connections and generating local solutions to global challenges, we can truly change the future. Specifically, integrating the UN Sustainable Development Goals into programming has been shown to motivate young people toward taking more equitable, environmental, and energy-conscious civic actions (Bonsu et al., 2020). This guide lays out a framework that encourages learners to be co-participants in creating a more healthy and just planet, starting in their place. Seeing that kind of transformation happen fills me with hope—perhaps it will do the same for you!

Because this framework is rooted in community connections, it can be made relevant for any place or context. The activities featured in these pages have been adapted for learners ranging K–12 in cities and rural communities from the United States to China, the Dominican Republic, Nigeria, Nepal, and Ukraine. Throughout this guide, you'll find School Spotlights: stories of how elementary, middle, and high school-level educators used these activities to incorporate sustainability into their curricula in standards-aligned ways.

Here are three pieces of advice I've learned from facilitating these activities to keep in mind:

Phase 1 is your foundation. No matter what, start with Phase 1, even if that's as far as you get! Phase 1 will introduce learners to core concepts including Quality of Life (which can connect with every subject and skill you're working on), the Sustainable Development Goals, how the two connect, and what the gaps are



that need to be closed if we're ever to achieve these goals, challenging learners to think about the future.

Scale and adapt for your context. This guide could easily support a year-long unit, but there are plenty of educators who have used this framework to complete six-week projects, or in one-hour after-school programs. Scale these activities depending what you have time for and what feels developmentally appropriate for your learners.

Learners are your partners. You're not alone in this journey. In addition to the youth you work with, be open to the possibility of support from community partners and families. I've seen it make a huge difference when teachers allow students to take a leadership role in this process. And remember, the failures in these projects are just as important; the things we don't accomplish are part of the learning, too.

I'd like to offer thanks to the many educators, schools, students, and community partners who have played a role in shaping this framework. There have been many of them over the years and I am so grateful to each one.

I'd love to see how you and your students transform your community using this guide! Please share your photos and stories with me at jcirillo@shelburnefarms.org.

Jen Cirillo Director of Professional Learning Shelburne Farms Institute for Sustainable Schools

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About This Framework

Origins

In 2004, Shelburne Farms, in partnership with Smart Growth Vermont, launched the Healthy Neighborhoods, Healthy Kids (HN/HK) project to introduce elementary and middle school students to concepts related to community design, public safety, civic engagement, and personal health. The project and accompanying guide focused on the relationship between the health of our neighborhoods and our personal well-being. HN/HK incorporates elements of Education for Sustainability into a curriculum that engages learners in meaningful exploration of their community and provides teachers, learners, and communities with opportunities for youth-led community action. This approach not only makes education relevant, but also provides a way to integrate learners' explorations of and service to their communities with curricular goals. There are tremendous qualitative benefits as well, such as the relationship and connections learners gain from understanding and exploring their communities.

HN/HK was piloted in three Burlington, Vermont, elementary schools. It has since evolved into a framework for project-based, place-based, and service learning, learner leadership, civic engagement, and community collaboration that has been applied across preK–12 grade levels and a variety of contexts and settings and has been implemented nationally and internationally.

This edition

This updated guide takes the HN/HK framework a step further by pairing its Education for Sustainability approach with the United Nations Sustainable Development Goals (SDGs) to have more meaningful impact. Now called *Learning Locally, Transforming Globally,* this guide will engage learners in making change and taking action on a local or regional level and help them develop the sense of agency that they will need to tackle the challenges we face as a global community.

Learning Locally, Transforming Globally is deeply rooted in place-based learning and youth participatory action research approaches and can be used by K-12 educators in formal and informal education settings. This guide will walk you through the steps involved in implementing a school or community action project. The phases and steps suggested here can be adapted to suit local needs and conditions. Educators familiar with project- and place-based learning and service learning, as well as those who have experience with the original HN/HK framework, may find much of the content in this guide familiar. For educators who are less familiar with these approaches, we encourage you to read the next section, "A Primer on Education for Sustainability," before getting started.



SUSTAINABLE G ALS



About the United Nations Sustainable Development Goals

In 2015, the United Nations established 17 Sustainable Development Goals (SDGs) as "a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity." The SDGs provide a blueprint toward sustainability by setting targets for economic, social, and ecological systems improvement with a deadline of 2030.

Why incorporate the SDGs in this guide?

Tackling complex, global issues like climate change, poverty, food insecurity, and racial inequities can be overwhelming for young people. Where do you start? We chose to incorporate the SDGs into this update of the HN/HK guide to give young learners a place to start. When we work toward a common goal rooted in our own community's needs and assets, we can realize progress toward the SDGs in a way that is impactful and tangible at the local level. As communities across the globe engage in this work, each small step they take adds up and in turn creates impact on a global scale. Actively engaging youth as leaders in implementing local solutions to global challenges demonstrates that they have the power to make a difference, encouraging a lifelong commitment to service and creating sustainable communities.



A Primer on Education for Sustainability

Defining sustainability

Before we dive into an overview of Education for Sustainability, we first need to define what we mean by *sustainability*. Often the word brings to mind things like recycling or solar panels. Those things are part of the story, but only part.

When we talk about sustainability, we refer to four core pillars, or the four Es of sustainability:

- Environment
- Equity
- Economy
- Education

Achieving sustainability is about understanding the impact of decisions at the intersection of

economic vitality, environmental integrity, and social equity. Education fosters the development of this understanding.

At Shelburne Farms, we define *sustainability* as the pursuit of environmental, social, and economic vitality that allows the needs of the present to be met without compromising the ability of future generations to meet their own needs.

Big Ideas of Sustainability

To understand sustainability, it can be helpful to break it out into important concepts and ideas. Shelburne Farms has identified some of these concepts and ideas, which we refer to as the Big Ideas of Sustainability.

Introducing the 5 Rs

Since developing the Big Ideas of Sustainability, Shelburne Farms has deepened its engagement with Indigenous educators to inform our sustainability work. One of these educators is Judy Dow, a Winooski Abenaki of French-Canadian descent. Judy is a scholar who writes and teaches about sustainability; in particular, she focuses on the need to learn about and embrace the 5 Rs—Respect, Responsibility, Reverence, Relationship, and Reciprocity—as tools for adapting to our changing world (2019).

Students at the Sustainability Academy in Burlington, Vermont, learn about and practice the 5 Rs at every grade level. A simple, but powerful example is how educators use the lens of kinship when engaging students with the natural world. Students are encouraged to develop relationships based in reciprocity when in the school's garden. This looks like students saying "Thank you" before harvesting a fruit or vegetable, acknowledging this is not a thing they are extracting, but a living being that they are in relationship with.

Suggestions for incorporating the 5 Rs in the project phases can be found throughout this guide.



Using the Big Ideas of Sustainability as core concepts in curriculum development can deepen your learners' understanding of sustainability. The learning opportunities in this guide are rooted in the Big Ideas of **place**, **systems, community,** and **interdependence**, each centered in a different phase. Phase 1 focuses on *place*, for example. As you navigate the project, consider introducing the Big Ideas and connecting those ideas to where they show up in the learning.

What is Education for Sustainability?

Education for Sustainability is an approach to education that applies a lens of sustainability to practices that link knowledge, inquiry, and action to make positive change—change that will help create dynamic and sustainable communities. It's education for a sustainable future.

Education for Sustainability begins with learners simply noticing and asking questions about the world around them. What are the parts of my community? How does my community function? These questions—and endless others—lead to knowledge and understanding about how natural and human communities operate, and how the systems they depend on are interrelated. As wonder and knowledge lead to caring, learners are given opportunities to take action to improve their communities, and they realize that positive change is possible, and they can contribute to it.

That's the cycle of inquiry, knowledge, and action that defines Education for Sustainability, but it's not the end of the story, because this cycle happens in various contexts:



Figure 1: Education for Sustainability

Through Time



Within Scales of Being

	Self	Community	World	
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In Place

Place | Network of Relationships

Figure 2 on the next page ties it all together.

Ultimately, education for sustainability isn't a curriculum but a framework that:

- Roots learning in place
- Helps learners develop their understanding of systems and interconnectedness within our social and natural world





Figure 2: Education for Sustainability and its context

- Empowers learners to become active, engaged citizens through real-world projects
- Connects schools and communities, expanding learning beyond a classroom's walls
- Transforms school culture by creating synergies across systems and a shared purpose for education

And education for sustainability is not new. Aspects of sustainability have been part of Indigenous ways of knowing and being for millennia and have been part of formal education for the past century. Many educators have been, and continue to be, engaged in education for sustainability or similarly named efforts in the United States and around the world. Schools and programs can relate sustainability to the curricula through multiple pathways: a schoolor program-wide approach, projects, curricular units, and courses. Whatever the approach, Education for Sustainability creates intrinsic opportunities for learners to apply their learning through real work in the school and community. This deepens their connection to place, develops their sense of agency, and contributes to the creation of just and sustainable communities.

Considered another way, as in the graphic below, Education for Sustainability invites us to start with curiosity and wonder. This allows learners to build knowledge through inquiry, when they make connections between their prior knowledge and experiences to deeper or new understanding. From this understanding, educators facilitate experiences that build learners' skills and sense of agency. Learners develop responsibility and gain the capacity to take caring action in their communities.



Figure 3: Education for Sustainability progression of learning





Figure 4: Pedagogies essential to education for sustainability

Pedagogies of Education for Sustainability

Education for Sustainability incorporates several learner-centered pedagogies, notably placebased learning, project-based learning, and service learning. These pedagogical approaches blend together quite seamlessly to create unique learning experiences with impactful results. When learners generate questions about themselves, their community, and the world (placebased education) and use those questions to drive inquiry and action to make a difference (project-based learning + service learning), the result is personally meaningful, highly engaging, and civically oriented learning.

SERVICE LEARNING

Civic engagement is a keystone of Education for Sustainability, helping learners become aware, motivated, capable, and active contributors to the well-being of their communities. Service learning combines principles of experiential learning and project-based learning with service to the community to support learners' personal, academic, and social development. It drives learners' academic interests and passions toward addressing real community needs through authentic engagement and reflection. Often, service learning can be confused with community service projects like trash pick-ups and food drives. True service learning takes these initiatives a step further by making explicit connec-



tions to the curriculum and elevating youth voice and choice throughout the project, from project selection and planning to implementation. Giving young people a voice provides them with a sense of ownership, develops their self-efficacy and civic engagement skills, and gives them an opportunity to exercise their power to create positive change.

PLACE-BASED LEARNING

Place-based learning uses the local community and environment to teach concepts from subjects across the curriculum, including language arts, math, science, and social studies. Through place-based learning, learners engage in handson, real-world learning experiences that connect them to the people, places, cultures, and histories that make up their community. The neighborhood and community become the classroom, and community members are part of the learning community. Learners, in turn, develop a deeper sense of place by reconnecting with the places they know in a way that is real and meaningful.

Education for Sustainability brings together knowledge of place with the skills and strategies of experiential education to focus on improving our communities, now and into our collective future. A key component of Education for Sustainability is developing an understanding of place—the natural and human systems that make up our local communities. Place-based learning is therefore essential to Education for Sustainability. Both approaches begin with the goal of understanding our own place so that we can better understand the world and live in ways that are just and sustainable for all.

PROJECT-BASED LEARNING

A natural fit with Education for Sustainability, project-based learning uses open-ended questions and authentic, real-world problems as

Centering Justice and Equity

Place-based learning experiences invite youth to examine their community with a critical lens so that justice and equity can be centered in their process and projects. The youth participatory action research process that the framework uses starts with relationships—between youth and adults, the community and the place. Reciprocal, respectful relationships are the driving force in centering equity in place-based learning. Without these relationships, we potentially "do more harm than good" when we develop projects and service-learning activities.

At the Sustainability Academy, educators and students actively center equity in their place-based learning experiences by elevating youth, family, and community voices. Exploring multiple perspectives on place gives students a richer understanding of place as well as what's working and what needs to change in a community. In one example, students explored food access, wondering why a pint of strawberries cost more than a bag of chips. Their study led to a deeper investigation into food justice and culminated in a project where students ran a farm stand on the Sustainability Academy's campus and worked with local corner stores to carry fresh fruits and vegetables.



starting points for investigation and problemsolving. Inquiry in project-based learning focuses on issues and concerns in the local community. Many times, these issues and concerns are highly relevant to learners' lives and lived experiences, making their learning more meaningful and engaging. Learners engage in project-based learning units over an extended period of time and many projects are interdisciplinary in nature, requiring them to draw on skills and knowledge across multiple core subjects. Inquiry is primarily youth-driven: teachers become guides on the side as learners exercise voice and choice, applying their learning to create solutions or products. As a culminating activity, learners present their solutions, products, or findings to an authentic audience from the community impacted by the problem or question being investigated.



The 4 Cs of Education for Sustainability

A sustainable school applies the lens of sustainability throughout the organization, and when Education for Sustainability permeates all aspects of a school system, from policy to partnerships, whole-school transformation is possible. Shelburne Farms' 4 Cs approach describes how this can be achieved, through curriculum, campus ecology and culture, and community partnerships, all facilitated through collaboration.

- **Curriculum Development:** Educators use the integrative concepts and big ideas of sustainability for curricular topics/themes, to teach skills and content, and to connect the school with the community.
- **Campus Ecology and Culture:** We often think about integrating sustainability only within the *explicit* curriculum. But a school's *implicit* curriculum is important, too. This includes all a school's practices, culture, and facilities that impact student experiences, which can often be better aligned with sustainability concepts and goals.
- Community Partnerships: Schools develop and sustain ongoing community partnerships, knowing that these relationships are vital to connect the curriculum to relevant, real-world issues.
- **Collaboration:** Learning opportunities are supported by a foundation of collaboration, from peer-to-peer learning to engaging families, businesses, government, and nonprofits, all working together to create sustainable communities.



How This Guide Works

Process flow

The flow outlined below lays out a process for engaging learners in an exploration of the SDGs in their local community. It's based on the project flow presented in the HN/HK framework and involves six phases, beginning with inquiry and leading to action. Each phase is informed by learner interests and local assets. After completing the project, if interest and time allow, you can use the closing reflection as a starting point for a brand new project. (For a one-page handout of this Process Flow, see Appendix, p. 70.)



PHASE 1

Explore the SDGs and Quality of Life

Learners consider their own perspectives on quality of life and develop a list of quality-of-life features to define who or what contributes to a safe and healthy life for all. They begin an exploration of the SDGs and make connections to prior knowledge, personal interests, and local community. Learners prioritize the SDGs according to their interests and perceptions of community concerns, decide which SDGs represent the quality of life features they identified, and select one to three SDGs to serve as the focus of their project.



PHASE 2

Connect with Community and Place

Learners discuss what defines a community and what makes a place special and unique. They review how and why maps are used and create a map of their community that documents people, places, and organizations that contribute to their community's quality of life. Learners then identify which of these community assets support progress toward their focus SDGs.





PHASE 3

Create a Community Assessment

Learners use their working definition of quality of life and results from their community mapping exercise to develop a set of indicators that can be used to assess quality of life in their community as it relates to the focus SDGs. They create a list of questions that help them measure their indicators and develop a plan to guide their data collection efforts.



PHASE 4

Assess Community and Place

Learners collect and analyze data to help determine whether their community is making progress toward meeting the focus SDGs. Learners share their findings and recommendations with community stakeholders.



PHASE 5

Plan and Implement a Project

Learners develop and implement a civic service-learning project(s) in collaboration with community partners and organizations to advance progress toward one or more of the focus SDGs in their community, based on findings and recommendations from their community assessments.



PHASE 6

Reflect and Celebrate

Learners organize and hold a celebration in which they present an exhibition of their learning and honor and recognize the community members and organizations who participated in and supported their project.



Connections to standards

Rich, engaging, meaningful, and youth-centered learning should drive project design, yet there are myriad ways to align project learning to curriculum standards and proficiencies (see below). When it comes to what learners need to be successful, what's most important is to develop essential skills, also known as 21st-century skills or transferable skills. These include skills like clear and effective communication, critical thinking, global citizenship, problem-solving and reasoning, creativity, and collaboration. Focusing on essential skills and helping learners reflect on their expanding skill sets in these areas should be the focus of assessment strategies. Opportunities for documentation and reflection are provided for each project phase.

Connecting This Guide to the Standards

COMMON CORE

ENGLISH & LANGUAGE ARTS

W.CCR.4: "Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience."

SL.CCR.4: "Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience."

MATHEMATICS

CCSS.MATH.CONTENT.1.MD.C.4: "Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another."

CCSS.MATH.CONTENT.3.MD.B.4: "Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters."

NATIONAL STANDARDS

3. People, Places, and Environments: "The study of people, places, and environments."

7. Power, Authority, and Governance: "The study of how people create, interact with, and change structures of power, authority, and governance."

10. Civic Ideals and Practices: "The study of the ideals, principles, and practices of citizenship in a democratic republic."

NEXT GENERATION SCIENCE STANDARDS

K-ESS3-3. "Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment."

MS-ESS3-3. "Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment."

Crosscutting Concepts: Patterns; Systems and Systems Models; Stability and Change



Scope and timing

To provide learners with the necessary background information, skills, and experiences, we recommend completing all the phases in this guide. This will ensure that learners effectively plan and initiate highly engaging culminating projects. However, it's not necessary to use every tool or resource. Let your needs and curriculum goals guide implementation. We expect every project to look different.

Because there are endless project possibilities, we recommend that you:

- Write a goal and purpose statement.
- Set time parameters.
- Read through the guide first to become familiar with all phases and activities.
- Create a timeline and task list for implementation.

This guide can be adapted to fit the time you have available for implementation. Some educators make the guide the core of their curriculum, while others design a small unit to be completed over a short period of time. Other possibilities for integration include teaming, using a flexible schedule or advisory time, or designating a weekly block to work on each phase. It's alright to modify steps to make the process work for your allotted time. Because students are often excited to take action, you might want to jump ahead to the culminating project in Phase 5. Just remember that the earlier phases will help learners take respectful action in relationship with their community. There will always be opportunities to expand the work, so just keep moving forward to get through the phases in a way that works for you.

Phase components

This section is a brief overview of the key components you will find in each phase. Read it thoroughly before you begin.

BACKGROUND INFORMATION

The following components stage the learning that will occur in each phase of the guide.

- **Concepts and Skills:** Major ideas and competencies addressed during that phase.
- **Learning Objectives:** The intended learner outcomes for that project phase.
- Workbook Tools: Each student workbook tool that supports a phase is listed with a page reference and a direct link (for those accessing the guide digitally).
- **Definitions:** Key terms that may be unfamiliar to educators and learners.

OVERVIEW AND PREPARATION

The Overview summarizes the learning experiences that learners engage in for that phase. *Preparation* includes logistics and tips that educators should consider before starting a project phase. This information can be especially important if you need to adapt to meet time constraints or curricular needs.

PROCESS

This component outlines step-by-step the learning experiences to be completed during that phase and educator instructions for facilitating those experiences.



DOCUMENTATION

Documenting the process is part of the learning and makes for powerful sharing along the way. We've created a companion workbook with tools and resources that learners can use to organize and document their learning as they progress through each of the six phases. The workbook can be downloaded and printed or filled out digitally, whichever option works better for your learners. In addition to the workbook, we provide additional analog and digital documentation options for each phase.

Analog Options use minimal digital technology and may include more traditional materials, such as paper and craft supplies. They require learners to meet together in a shared physical space, such as a classroom or community space.

Digital Options are computer-based, use collaborative tools (e.g., Google Docs), and can be used in virtual learning settings. Digitally documenting your process and project(s) is important for storytelling and reflection.



Beyond the steps in each phase, we share opportunities to engage your students in deeper learning in three areas: equity, reflection, and community connections and partnerships.

Equity

Paul Gorski, founder of the Equity Literacy Institute, believes educators can help address systemic barriers and opportunity gaps that perpetuate inequities across a multitude of factors (race, class, gender identity, to name a few). For him, and for us, that work isn't just about learning about inequities, it is about actively disrupting and dismantling them in the classroom and beyond. To do this—to change our world—requires a positive mindset. The 5 Rs—Respect, Responsibility, Reverence, Relationship, and Reciprocity—can be a great place to start (see p. 3). This workbook offers equity-focused cross-cutting opportunities that encourage learners to grapple with equity concepts, consider multiple perspectives, explore systemic inequities and work to disrupt them, and integrate the 5 Rs.

Reflection

Reflection is essential to meaning making: it's when we pause to consider, make connections, and apply our learning to the future. It is crucial to engage learners in ongoing reflection throughout a project, not only at its conclusion.

am proved of how when we were able to connect with to hele our community

Community Connections and Partnerships

Learning is more powerful when it's authentically connected to real-world experiences outside of the school building. Community partnerships with local government, organizations, or businesses allow learners to engage in collaborations that address real community issues, such as food insecurity or racial justice. They provide the context for learners both to understand and effectively engage in community development and to explore future roles in the community.

Educators can benefit from community partnerships, too! Teachers are skilled at facilitating learning; community partners are skilled at sharing specific information. What might take educators weeks to prepare and research, partners can provide on short notice. You'll find working with the community refreshing for you and your learners.

Collaborating with Community Partners

- Identify Opportunities and Assets. What strengths are you building from? What do you need to know about your community to prepare and facilitate a successful project? What person, business, or organization may benefit from working with youth?
- Make Connections; Share a Common Goal. Who do you know in the community who cares about SDG-related issues and has expertise or resources that are relevant to your project? Connect with area businesses and organizations and share your learning goals. Learn about their work and goals and consider how you could collaborate to reach a shared goal.
- Set Parameters and Expectations. Do you want to work with a variety of community partners? How do you want them to interact with learners? Could they serve in a mentoring role? What information do they need to be successful in your classroom while working with learners? How will you prepare learners to work with community partners?
- **Reciprocity and Reflection.** In addition to thanking community partners for sharing

their time and resources, consider opportunities for shared reflection and meaning making. How did the youth-adult partnership impact the project's outcomes? What perspective was gained by community partners who engaged with your learners? Take time to celebrate each other's contributions and the collective work.

Tips for Success

- After determining a focus, learners may want to set up meetings with community partners to discuss and learn more about their interests and their role in sustainability efforts.
- Educators and learners should provide community partners with pertinent information about the project, learner dynamics, and school expectations.
- Provide opportunities for community partners to ask questions and offer feedback and suggestions for each project phase.
- Follow up on initial conversations or meetings.



School Spotlights

Throughout this guide, you'll find "School Spotlights"—examples of how students in elementary, middle, and high school have used this framework. As you read their stories, we invite you to see parallels and find inspiration for your work. In addition to the Sustainability Academy in Burlington, Vermont, profiled later in this introduction because it was instrumental in shaping this framework, the guide also spotlights:



JFK Elementary School

Location: Winooski, Vermont

Mission: All students will graduate from Winooski School District (WSD) college and career ready at a cost supported by a majority of the Winooski community. WSD students will lead healthy, productive, and successful lives and engage with their local and global community.

Project: Second through fifth graders explored all of the SDGs and completed mini projects that merged their understanding of the

SDGs and each goal's role in improving quality of life in the school community. Because their school was under renovation at the time, the campus became a place to explore and learn about its new attributes, including solar panels and outdoor learning spaces.



Kopila Valley School

Location: Surkhet, Nepal

Mission: To create an environment that fosters mutual respect, teamwork, deep learning, and boundless creativity. We're always focused on our core values of gender equality, economic empowerment, and environmental sustainability.

Project: Middle schoolers focused on Goals #13 Climate Action and #15 Life on Land. They developed a campaign to educate the community about the harmful impacts of burning plastic and created cloth bag alternatives to distribute in their community.



High School for Environmental Studies

Location: New York City, New York

Mission: To promote environmental integrity, social equity, and economic prosperity for all learners through challenging, hands-on collaborative learning experiences that promote citizenship, scholarship, and leadership within our community and the world at large.

Project: Juniors and seniors in the Food Systems class planned and executed a service-day event. They used donated seconds produce to prepare a meal for food insecure community members and

raised awareness of the connection between food waste and food insecurity in the larger community.

EFS in Action: The Sustainability Academy



 ducating for Sustainability doesn't stop, even in the midst of a global pandemic. In 2020, the educators and students of The Sustainability Academy at Lawrence Barnes Elementary School in Burlington, Vermont, pivoted quickly and found new ways to interact with and think about their community. In the fifth-grade sustainability class, students pondered questions such as, Who is in your community? Who are you in a reciprocal relationship with? How can you help sustain people, land, and the morethan-human world? These questions, combined with an exploration of the SDGs and the Big Ideas of Sustainability, provided the inspiration students needed to draft personal sustainability statements that outlined the changes they wanted to see in the world and actions they pledged to take as changemakers.

In social justice club, students explored similar themes. They investigated their community's needs and wrote letters to members of the Burlington community who were tackling these needs. Students expressed gratitude for the community members' work and shared why that work was personally important to them. Third graders took action closer to home, assessing what changes they wanted to see happen on their school's campus and then creating a campaign to address litter, graffiti, and pet waste. Meanwhile, the whole school pitched in to harvest and donate produce from their garden to local food pantries.

The stories above reflect just a fraction of the learning that goes on each day at the Sustainability Academy, a school that centers Education for Sustainability in the classroom and the community. The Sustainability Academy defines sustainability as "the shared responsibility for improving quality of life for all—economically, socially, and environmentally—now and for future generations." This sustainability theme helps educators and students explore the connections between community, economy, and environment.

Embracing the 4 Cs

The 4 Cs of Education for Sustainability, discussed on p. 8, show up at the Sustainability Academy every day to bring learning to life for students. Here's how:

Curriculum Development: Educators have built a scope and sequence that integrates the Big Ideas of Sustainability, starting with community



and moving toward cycles and systems, so every grade level builds toward a more complex understanding of sustainability. Educators teach a sustainability block every day of the week that integrates literacy, science, and social studies.

Campus Ecology and Culture: Educators, support staff, maintenance personnel, administrators, and school nutrition staff apply sustainability through integrated learning on the food system. Students learn about food systems in their explicit curriculum from the early years with a focus on nutrition and how plants grow; in upper elementary, students explore and create just and sustainable food systems. The implicit curriculum abounds: On campus, students' learning comes alive in the gardens and at the school-run farmers market. Collaborations with the school nutrition program bring the learning into focus with healthy meals featuring local products, farmer visits, and composting on site. These collaborations extend

beyond the school walls with field trip visits to food stores, producers, farmers, and more.

Community Partnerships: The school works in relationship with individuals, families, organizations, and businesses in the community to help students see sustainability come alive outside of the school's walls. Sustainability is embedded in these partnerships through their themes (e.g., solar energy, social and restorative justice, water quality) and in reciprocal relationships. The Sustainability Academy and its students contribute to the health and well-being of their community through projects that improve the quality of life.

Collaboration: Classroom teachers and specialists work together to bring curriculum to life; adults collaborate with students on learning and projects; families and school staff have meetings to gather input on plans; and students work together to bring their hopeful vision of more just and sustainable communities to fruition.



History of the School

he Sustainability Academy at Lawrence Barnes Elementary School in Burlington, Vermont, began through a collaboration between Shelburne Farms, the Burlington School District, and the broader community. In 2004, Lawrence Barnes Elementary School was selected as a pilot site to incubate innovative learning grounded in relationship-building and community partnerships. In August 2008, the Burlington School Board voted to convert this pilot into one of the state's first two magnet schools, transforming Lawrence Barnes Elementary School into a K–5 magnet school with a sustainability theme, the Sustainability Academy at Lawrence Barnes, which opened in September 2009.

Community interest was strong, and The Sustainability Academy soon reached peak enrollment. This sparked a desire to develop an early learning program. With a spirit of collaboration and innovation, a pre-kindergarten was launched at the Sustainability Academy in 2011—a partnership between the Burlington School District, Head Start, and Shelburne Farms. At both the Sustainability Academy Preschool and the Sustainability Academy, young learners discover the world around them through a hands-on, play-based approach that utilizes the campus and community as a classroom. Shelburne Farms' guide Cultivating Joy and Wonder: Educating for Sustainability in Early Childhood Through Nature, Food, and Community was inspired by and implemented by educators at the Sustainability Academy. Cultivating Joy and Wonder now serves as a guide for educators around the world as they work to



create healthy and just communities with the youngest learners.

As the first state in the nation to incorporate a sustainability learning standard, Vermont led the way in redefining a public-school education around creating just and healthy communities. While educators and school leaders at the Sustainability Academy practice, learn, and adapt their program model, educators and administrators from other districts and states have taken notice. Sustainability Academy staff have shared their successes and challenges with open hearts and minds, and the model and tools born out of the partnership between the Sustainability Academy and Shelburne Farms have helped other schools and communities—Vermont's Shrewsbury Mountain School, New Hampshire's Marlow School, Rhode Island's Wangari Maathai Charter School, and more-realize their own visions for a sustainable school. The Sustainability Academy continues to inspire schools around the globe and has played a critical role in helping Shelburne Farms refine its approach to educating for sustainability.



Explore the SDGs and Quality of Life

Concepts

Quality of life SDGs

Skills

Brainstorming Critical thinking Questioning Visioning Working as a team

Learning Objectives

- Learners will understand how the SDGs are connected to their vision of a healthy future.
- Learners will understand how the SDGs are interconnected and interdependent.
- Learners will be able to make the connection between local and global issues through their exploration of the SDGs.

Workbook Tools

- Quality of Life Features (p. 73)
- Quality of Life Features: Class List (p. 74)
- Prioritization and Focus SDGs (p. 75)

Overview

Learners consider their own perspectives on quality of life and develop a list of quality-of-life features to define who or what contributes to a safe and healthy life for all. They begin to explore the SDGs, connecting to prior knowledge, personal interests, and the local community. Learners prioritize the SDGs according to their interests and perceptions of community concerns, decide which SDGs represent the qualityof-life features they identified, and select one to three SDGs to serve as their project's focus.

Preparation

Note: Team building is foundational to this work. If you're not already doing team-building activities, see p. 53 for ideas.

New to teaching the SDGs? To learn more about them and how to integrate them into your teaching, explore the following resources 7

- UNESCO Sustainable Development Goals: <u>Resources for Educators</u>
- <u>World's Largest Lesson</u>
- <u>Sustainable Foundations: A Guide for</u>
 <u>Teaching the Sustainable Development Goals</u>

Before launching this phase, decide how many inquiry projects you can manage and how much time you can devote to them. Fewer goals and groups will be simpler to manage and foster a sense of collective efficacy; more goals and groups may allow each learner to work on a goal that is personally meaningful. Both approaches can be powerful, so consider what will work better given your time and resources. If you have strict time constraints, we recommend a minimum of one hour to explore this phase, though more time will allow for deeper discussion.





DOCUMENTATION

Analog: Record your Quality of Life features on chart paper, sticky notes, or whiteboards.

Digital: Share your Quality of Life features in a chat, or record them on a Google Slide or Google Doc.



Equity: Invite learners to be curious about differences among their lists. What contributes to these different perspectives? How might these lists look different from the perspective of other community members? Learners consider what is our responsibility to create the conditions for *all* living things to be healthy and safe.

Process

STEP 1: Define Quality of Life

Open with a visualization activity. Tell learners to imagine themselves living in an ideal future, in which every community resident and living thing has what they need to live a safe and healthy life. Give learners some time to picture what this future life might look like.

After completing the visualization activity, pose the question: What does our community need for every living thing to have a safe and healthy life? To prompt discussion, share some broad features of a good quality of life, such as a secure home and surroundings, a secure family, good health, and a healthy environment.

Break into small groups and ask learners to brainstorm and record five to seven quality-of-life features using the **Quality of** *Life Features* tool. Invite groups to share their lists and compile responses in a master quality-of-life features list that learners can refer to. Together, notice any elements that appear more than once. Record any missing features.

Invite discussion: Who and what contribute to a safe and healthy life for all? Have learners record the final quality-of-life features list using the *Quality of Life Features Class List* tool. (They'll complete the list's "SDG connections" column in Step 4.) Learners can refer to the list throughout the project



Quality of Life Paper Quilt

JFK Elementary, Winooski, Vermont

Students developed their quality-of-life features list by creating drawings in response to the question, what does our community need for every living thing to have a safe and healthy life? The drawings were combined to create a paper quilt and students then connected their drawings to the SDGs, realizing the drawings touched on nearly all the goals.





Community Connections:

As they develop their qualityof-life features list, invite learners to seek perspectives from community or family members. They could host a community-wide event to gather input for their list.

Survey other classes and school staff and develop a quality-of-life features list for the school community. Have learners compare the school and community lists and identify similarities and differences.

DOCUMENTATION

Analog: Print and cut up color copies of the SDGs so learners can sort them into groups.

Digital: Copy <u>this digital</u> <u>template</u> for learners to sort and prioritize the SDGs.



STEP 2: Introduce the Sustainable Development Goals (SDGs)

To introduce the SDGs to learners, view the following videos that have been created for this purpose, then invite learners to discuss what they saw, heard, and think.

- Sustainable Development Goals: Improve Life All Around The Globe
- <u>The World's Largest Lesson | Global Goals</u>

STEP 3: Prioritize the SDGs

Now learners engage with the SDGs and sort them based on personal, community, and global significance. To begin, randomly select and discuss a few SDGs: What is this goal about? What does it mean? What features of a community would connect to this goal? How would a community know if they are meeting this goal?

Ask learners: Which goals are personally significant? Why? Which goals are most significant for the local community? For the world?

Working in the same small groups or individually, have learners sort and prioritize the SDGs in three categories: by self, community, and world, using the *Prioritization and Focus SDGs* tool or the ideas above.







Community Connections:

Brainstorm who in the community is doing work that connects to the SDGs. What are they doing, how does it connect with the SDGs, and how does it impact the health and well-being of their community?

STEP 4: Connect SDGs to Local Quality of Life

Now that learners have gained a better understanding of and prioritized the SDGs, they decide which SDGs align with the quality-of-life features they identified in Step 1. Invite discussion by asking learners:

- Which SDGs best align with these quality-of-life features?
- Which SDGs do we think are most important for our community?
- Which SDGs do we think our community is meeting or exceeding?
- Which SDGs do we think our community is lacking or can improve upon?



Focus SDGs: Food Insecurity and Food Waste

High School for Environmental Studies, New York, New York

Students chose to focus on food insecurity and food waste. One in four students in New York City public schools are food insecure, and wasted food that ends up in landfills contributes to climate change. Students deepened their understanding of these issues by exploring how a variety of food systems address food insecurity; for example, cooperative models such as community gardens and food co-ops can support sustainable food systems.



Reflection: Invite learners to reflect on what factors might shape our opinions about which goal is most important. For example, to whom might "life under water" be most important? To whom might "reduced inequalities" be most important? After the dicussion, have learners complete column 2 ("SDG Connections") on the *Quality of Life Features Class List* tool.

STEP 5: Select Your Focus SDGs

Now it's time to select the SDGs that will be the focus of your inquiry and service-learning projects. You can do this in a couple of ways: the whole group can select goals through consensus or a democratic voting process, or learners can form groups based on an interest in a selected goal. If you choose goals as a group, aim for one to three SDGs to keep the inquiry focused. Have learners record the focus SDGs using the *Prioritization and Focus SDGs* tool so they can refer to them throughout the project.



Focus SDGs: Climate Change & Plastic Pollution

Kopila Valley School, Surkhet, Nepal

Students chose to focus on climate change and trash and plastic pollution. Plastic pollution, specifically plastic burning, is a big problem in rural Nepal where communities often burn trash. Students learned about the harmful effects of plastic pollution and plastic burning and explored alternatives to plastic that might work in their community.







Connect with Community and Place

Concepts

Understanding place Community

Skills

Connecting to place Interpreting Mapping

Learning Objectives

- Learners will deepen relationships with their place.
- Learners will identify and become familiar with community assets as they map their place.

Workbook Tools

• Sense of Place Inquiry (p. 76)

Sense of Place

"By using the community as a classroom, young people have an opportunity to make sense of a complex world, to become competent decision makers capable of accessing and processing information, and to make informed choices that will affect their lives and the future of their communities."

- Ramona Mullahey, 1999

When people have a sense of place, they feel like they belong. They develop a connection to a geographic region, small or large, which creates a concern for the place's health and well-being. People begin to care for their place.

We believe that if you give learners opportunities to connect with their place, teach them how the built and natural world is interconnected, and offer positive experiences in making a difference in their place, they will learn to act as engaged citizens. Tapping into what learners already know and feel about their community is a good place to start. Delve deeper into their understanding of place and your curriculum will become rich with opportunity and meaning.

Overview

Learners discuss what defines a community and what makes a place special and unique. They review how and why maps are used and create a map of their community that documents people, places, and organizations that contribute to their community's quality of life. Learners then identify which of these community assets support progress toward the focus SDGs.

Preparation

Gather a collection of maps to share. Be sure at least one of them is a map of your community. Possible sources for paper maps include your local planning commission, civic offices, department of natural resources, and chamber of commerce. Possible sources for digital maps include Google Maps, MapQuest, and the U.S. Geological Survey. Decide if the community map you create with your students will be digital or analog.



DOCUMENTATION

Analog: Record responses to the **Sense of Place Inquiry** on chart paper or a whiteboard.

Digital: Use Zoom breakout rooms to discuss the opening questions in small groups. Pre-populate a Padlet with questions from the **Sense of Place Inquiry**.

Community Connections:

Before Step 2, assemble and provide learners with a list of city departments and community-based organizations. Break into small groups. Have learners choose one department or organization to learn more about and then teach the rest of their group about their department or organization. This activity can be helpful once it's time to consider and map your focus SDGs.

Process

STEP 1: Community and Sense of Place

Invite learners to reflect on and respond to the questions below. Allow them to reflect individually, then have them share their thinking in small groups before engaging in a whole group discussion.

- What is a community?
- Are all communities the same?
- What is a place?
- What makes places different?
- If someone was to visit your community, what types of places, things, or people would the visitor see or experience?

Individually or in small groups, have learners complete the *Sense* of *Place Inquiry* worksheet to encourage further curiosity about their community and place. This is not to "quiz" learners but to engage them with the complexity of a place—all there is to know about what makes a specific place unique. Invite learners to share and respond to each other's thinking and ask them what new questions and wonderings they have about their place.

STEP 2: Maps and Special Places

Show a few of the maps that you have collected ahead of time. As a whole group, consider the maps. Ask learners:

- What is the purpose of a map?
- How do maps help our community?

Map Glossary		
Кеу	A table on a map or chart that lists and explains the symbols used.	
Orientation	One's position in relation to true north, to points on a compass, or a specific place or object.	
Place	A space, area, or spot set apart or used for a particular purpose.	
Scale	A graduated line, as on a map, representing proportional size.	
Symbol	An object that represents something on a map.	



DOCUMENTATION

Analog: To create a large, paper map of your community, project an image of your community map onto a paper-covered wall so learners can trace roads and major features. Your local planning commission may also have a large community map. Use color-coded sticky notes to represent your focus SDGs.

Digital: Use Google My Maps, Thinglink, or other digital mapping tool to create a custom, digital map of your community. Use SDG icon images as symbols to represent community assets connected to your focus SDGs. Discuss how and why maps are used. Discuss map features and how people might use them. Review map symbols, legends, scale, orientation, and other map features with learners.

Display a map of your community. Ask learners to identify features or special places. Discuss ways in which the map could be used.

STEP 3: Community Asset and SDG Mapping

Using the same community map, ask learners: How could we use this map to help our community? Discuss how a map could display resources, services, or places that help or contribute positively to a community. Brainstorm a list of features that contribute to the quality of life in a community (e.g., grocery stores, medical facilities, recreation spaces). Introduce the term "asset" to describe beneficial resources, things, people, or places.

Create an asset map of your community. Have learners create symbols for each neighborhood feature they add to the map and include a key for all the symbols used on the map. (This key will eventually expand to include symbols for findings, recommendations, and projects.)



Equity: Review the community asset map with learners and ask: Whose stories or experiences are validated by the map we created? Whose stories or experiences are excluded? Invite learners to identify community assets that intentionally challenge imbalances in power and privilege. Ask: How do these community assets align with our focus SDGs? This activity is an opportunity to deepen Relationship to land and place and explore the diverse stories within communities.

Reflection: Invite learners to create a personal community map, noting places that are personally meaningful to them (e.g., their home, school, local hangouts, a favorite swimming spot, friends' houses). Use pencil and paper or a digital mapping tool, such as Google My Maps or Thinglink. Invite learners to share their maps. Notice similarities and differences. Wonder together about why certain places are special to certain individuals. What might make some elements more important to one person and not another? Consider how people might experience the same place differently.

Invite learners to reflect on the resources and assets present in your community. What is your community already doing well? Where are there gaps or opportunities for improvement? Who does or doesn't have access to community resources?



Now, consider your focus SDGs. Who and what are the community assets that connect to and support those SDGs? Add those to your map. You will refer to these community assets throughout the rest of the project. We recommend completing the "Community Connections" cross-cutting opportunity (p. 22) to identify community partners and places that connect to your focus SDGs.

SCHOOL SPOTLIGHT

Mapping Their Own School

JFK Elementary School, Winooski, Vermont

Students focused their mapmaking on the school community. They created maps of their classrooms and hid treasures for other students to find. They also explored the construction of the new school building, noting and marking SDG-related features. For example, the new water bottle filling stations exemplified Goal #3 Good Health and Well-Being and Goal #6 Clean Water and Sanitation.




SCHOOL SPOTLIGHT

Mapping Food Deserts

High School for Environmental Studies, New York, New York

To gain a deeper understanding of food insecurity in New York City, HSES students created maps of food deserts (areas where it's difficult to find affordable, fresh food) in the school community and their own neighborhoods. Using Google Maps, students identified features that included places where you can buy food and where you can purchase fresh produce. They also volunteered at a local soup kitchen to get firsthand experience of the need in their community.



Mapmaking at Any Age

Not all maps or mapmaking activities are appropriate for all ages. To set your learners up for success with mapmaking, follow these guidelines and suggestions, and adapt or expand on these ideas.

Model making precedes mapmaking.

This is especially true in the primary grades. Building or sculpting a map using three-dimensional materials or objects can be easier for learners conceptually than drawing a map on paper.

Make big maps of small places.

First maps for children should be big! Bigger than 8×11-inch paper—as big as the desktop or tabletop.

Honor the expanding horizons progression.

As children's maps cover wider areas, so should the maps in the curriculum. Introduce maps of the desktop and sandbox in first grade, maps of the school and playground in second grade, maps of the school's city block in third grade, etc.

Use pictorial and panoramic-view maps.

Encourage children to draw pictorial and panoramic kinds of maps and—here's the hard part—get used to mapping this way yourself.

Walk, don't run.

Offer children many substantive experiences making big maps of visible, accessible places. These will then serve as metaphoric bridges to understanding smaller maps of bigger places.

Learners can create maps by:

- Buildings models out of clay, cardboard, or other recycled materials
- Drawing
- Painting

Learners can enhance maps by:

- Adding textured materials to show relief
- Placing routes or specific objects on the map with yarn, etc.
- Writing a story map
- Giving directions
- Adding photographs or words

Source: Sobel, David. Mapmaking with Children: Sense of Place Education for the Elementary Years.

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Create a Community Assessment

Concepts

Adaptation Change over time Long-term effects

Skills

Critical thinking Evaluating Questioning Working as a team Writing

Learning Objectives

- Learners will be able to make a direct correlation between indicators and the SDGs.
- Learners will develop indicators that can be used to measure the health of their community.

Workbook Tools

- Checklist for Indicators and Questions (p. 77)
- SDG Assessment Template (p. 78)
- SDG Assessment: Example (p. 79)
- Data Collection Plan (p. 80)

Overview

Learners use their working definition of quality of life and results from their community mapping exercise to develop a set of indicators that can be used to assess quality of life in their community as it relates to the focus SDGs. They create a list of questions to help them measure their indicators and develop a plan to guide their data collection efforts.

Preparation

Decide how and where learners will collect data. Will there be opportunities to venture into the community to explore and assess, or will research be conducted entirely online? Once you define the boundaries of your exploration, you can guide learners to develop an assessment plan that they can successfully carry out.





For a more in-depth inquiry, explore the <u>United Nations'</u> indicators for each SDG and consider how you might adapt them.

CROSS-CUTTING OPPORTUNITY

Equity: Collecting data with equity in mind is critical when working with vulnerable or systemically marginalized communities (e.g., people experiencing homelessness). You can help learners collect data in an equitable and reciprocal way by focusing on Relationships. Early in the project process, have a conversation with community partners to learn what their self-determined needs and wants are. Share this information with your learners as they create their community assessment and data collection plan. It will guide question development and ensure data collection is an act of solidarity with those they intend to help. A focus on Reciprocity can be helpful too. Remind learners that the time people share with them is a gift and the act of sharing their findings, stories, and labor in respectful ways is a meaningful and welcome gift in return.

Process

STEP 1: Introduce Indicators and Assessment

Review the master quality-of-life features list and focus SDGs. Using one of the SDGs as an example, ask: How can we tell if our community is making progress toward this SDG?

Introduce the concepts of indicators and assessment. Explain that an indicator is something that measures a condition to show you how well a system (in this case, your community) is working. An assessment is a set of questions or activities that determine the health and well-being of the community.

Depending on the age of your learners, an example or two might be helpful. For instance, our body temperature is one indicator that can help us assess the health of our body; a thermometer is an assessment tool that would give us data on that indicator. A temperature reading of around 98.6°F indicates a normal temperature. However, this is only one measure of our health. A thermometer can't measure other health-related variables, like nutrition or physical pain. That's why it's important to gather multiple data points and perspectives on the SDGs you are exploring.

The Language of Assessment

Assessment	A set of questions or activities that determine the health and well-being of the community.
Indicator	Something that measures a condition to show you how well a system is working.
Qualitative	Refers to the quality of something or how someone thinks or feels about something.
Quantitative	Refers to the number or amount of something.



"The children had to link a problem in their neighborhood to one of the SDGs, and they had to propose solutions and suggestions. I just love the fact that I could take children away from being test-takers to being change-makers."

> – Peju Okumgbowa Educator, Nigeria

Review some sample indicators with learners. You may choose to use the *Checklist for Indicators and Questions* worksheet. State that communities use indicators to help them determine whether the decisions they make are having a positive impact on quality of life. Communities also use indicators to help them understand where they currently stand in relation to their goals, where they are going, and how far they are from where they want to be.

Explain to learners that they will be developing a set of indicators and questions that will help them determine whether their community is making progress toward the focus SDGs.

STEP 2: Develop Focus SDG Indicators

It's time for learners to develop their list of indicators. Working as a whole group, consider the quality-of-life features that align with your focus SDGs. Select one feature to address for each focus SDG and record those features in the *SDG Assessment Template*.



Next, as a whole group or in small groups (one per feature), choose three to five indicators that will help you assess each feature. When choosing an indicator, a good question to ask learners is: What does (this feature) look like? If your feature is a Healthy Environment, learners may suggest water quality as a possible indicator. Encourage learners to come up with indicators that they can either collect data for themselves, or can gather from an organization or person in the community. Learners can use the *Checklist for Indicators and Questions* tool to help them develop indicators. If you break out into small groups, review each group's list of proposed indicators to determine whether they are suitable.

Record indicators for each feature in the *SDG Assessment Template*.



Classroom Waste Audit

JFK Elementary School, Winooski, Vermont

Students decided to focus on Goal #12 Responsible Consumption and Production. They conducted a mini trash, composting, and recycling audit of their classrooms to determine how successful they were at sorting waste. They then extrapolated their findings for the rest of the school building.





STEP 3: Develop Questions

Now learners develop questions to help them gather data for each indicator. These questions should be:

- Quantitative
- Qualitative
- Specific
- Able to be answered by learners (with or without input from community partners)

Before getting started, explain to learners what *quantitative* and *qualitative* mean. Quantitative questions measure quantity. They are objective and refer to the number or amount of something. An example of a quantitative question is: How many grocery stores are in your community? Qualitative questions refer to the quality of something. They are subjective and state how someone may feel or think about something. An example of this type of question is: How easy is it to access the grocery stores in our community?

Break into small groups, one per feature, and have learners come up with three to five questions per indicator. Encourage learners to create questions that ask for specific information about location and condition. It can also be useful to include a question that asks you to rate the overall condition of a feature. Learners can use the *Checklist for Indicators and Questions* tool to help them draft their questions. Review each group's list of proposed questions to determine whether they are appropriate.

Record questions for each indicator in the **SDG Assessment** *Template*.



Collecting Data on Plastics Pollution

Kopila Valley School, Surkhet, Nepal

Students interviewed educators and community members to gather insights on plastic burning and pollution. They learned that this problem was not confined to their community but occurred in other parts of the world, too. As a result, students sought out global data on the health and environmental impacts of plastic burning to include in their findings.





Community Connections:

Connect with community organizations whose work supports your focus SDGs. Invite them to provide input and feedback to learners as they develop and refine their community assessment.



CROSS-CUTTING OPPORTUNITY

Reflection: Invite learners to predict what they think their assessment will find. What evidence are they are using to make this prediction? Consider your assessment plan together and audit for missing perspectives. What human and nonhuman stakeholders will you need to learn from to gain a balanced perspective your community's quality of life?

Have learners examine targets and indicators tracked on SDG progress charts. Consider how their community might be faring in relation to these indicators. They can create a progress chart based on the focus SDGs and local place once they have collected and analyzed their data.

DOCUMENTATION

Digital: Each group of learners can create a Google Site webpage to collect and organize their data, linking to relevant documents, maps, photographs, and audio and video recordings.

STEP 4: Develop a Data Collection Plan

The final step in this phase is to develop a plan to guide data collection efforts. First, discuss the various ways that data can be collected: through physical research (e.g., in-person exploration of a place), online research, and interviews conducted in-person or by phone or digital correspondence (e.g., emails, surveys).

Referring learners to the *SDG Assessment Template*, brainstorm a plan for data collection that meets the group's needs and constraints. Use the *Data Collection Plan* tool to record where, how, and when learners will collect data. To facilitate data collection, you may want to break into small groups and have each group research and collect data for a specific feature.

During this process, identify the people and organizations from your community asset map who may be able to assist learners in gathering data and determine how learners will reach out and work with them. You should also identify what kind of organizational system(s) will be used to hold the data and spend some time building these resources so they are ready when learners begin collecting data.



Assessing Food Insecurity

High School for Environmental Studies, New York, New York

Rather than conduct a community assessment for their food insecurity and food waste project, students interviewed guests who attended their service-day event. Students captured the guests' stories and experiences involving food access and navigating the food system in New York City. Students also set up a table outside the event space and invited people passing by to answer questions about food, such as, "What is a favorite food memory?"





Assess Community and Place

Concepts

Adaptation Change over time Long-term effects Responsibility

Skills

Collecting data Communication Critical thinking Evaluation Prioritization Problem-solving Taking responsibility

Learning Objectives

- Learners will deepen their understanding of how to carry out community-based research and analyze findings.
- Learners will brainstorm and prioritize recommended actions based on their findings.
- Learners will plan for and present their findings and recommendations to the community using a presentation format that educates and raises awareness.

Workbook Tools

- Data Debrief:
 - Individual Notes (p. 81)
 - Group Notes (p. 82)
- Findings and Recommendations (p. 83)
- Presentation Outline (p. 84)
- Presentation Rubric (p. 85)
- Sample Self-Evaluation and Reflection Tool (p. 86)
- Presentation Reflection (p. 87)

Overview

Learners collect and analyze data to help them determine whether their community is making progress toward meeting the focus SDGs. Learners share their findings and recommendations with community stakeholders.

Preparation

Review the logistical considerations in the Physical Research section of Step 1 to ensure you are well prepared to support learners in their data collection efforts. Make sure learners have reviewed their community assessment and data collection plan, so they understand what they are assessing and why.

For Step 4, decide ahead of time whether learner presentations will be in-person or virtual. You may want to notify community members and organizations in advance so they can make plans to attend.







Equity: Collecting and analyzing data, and sharing findings and recommendations all offer opportunities to tell stories and share perspectives. Whose stories we tell and from what perspectives matter. As your learners complete each step of this phase, remind them to consider who they are collecting data from, and who is reflected in that data. They should try to create recommendations that incorporate and are respectful of the lived experiences of the people being impacted, and to prepare presentations that include the multiple perspectives they encountered during their data collection efforts. Reinforcing these efforts will help learners realize the power they hold as well as the Responsibility they have to their community to collect and share multiple perspectives on place.

You may also want to invite your local radio and television stations and newspapers to introduce the project(s) to them. Your invitation may inspire them to cover not just the presentation, but your project throughout the year. Just remember to obtain photo consent from learner families beforehand. You should also decide ahead of time whom you would like to invite, so that you can have contact information handy for learners to send out invitations.

Process

STEP 1: Collect Data

It's time for learners to carry out their data collection plan! Before learners start to collect data, take some time together to preview the *Findings and Recommendations* tool to stimulate thoughts about what learners may encounter in their research and briefly anticipate possible findings and recommendations. Remind learners to record data as they collect it.

No two data collection plans will look the same; however, we can offer some general tips and recommendations for the three data collection methods introduced in this phase: physical research, online research, and interviews.

PHYSICAL RESEARCH

In general, physical research entails learners going into the community to conduct research and collect data. Here are some things to keep in mind:

- Consider timing and transportation before making any plans. How long will it take for learners to visit their destination(s)? How will they get to and from their destination(s)? Do the community organizations or spaces they plan to visit have limited hours or are they only open on specific days?
- **Recruit volunteers to serve as group leaders for community excursions.** Volunteers should be trusted school personnel, learner family members, or community partners and should ideally have experience managing groups and keeping people on task.



- Meet with volunteers ahead of time to review the project and its goals, the purpose of the excursion, and any specific instructions, as well as to answer any questions volunteers might have.
- Have a safety plan in place. At the very least, all group leaders should carry a small first-aid kit and a working cell phone. Some schools may even require that leaders know the route to the hospital and carry medical information for each learner.
- Equip learners with any tools necessary to measure or collect specific data, including clipboards, maps, digital or disposable cameras, plenty of writing utensils, etc.

ONLINE RESEARCH

There are many excellent resources available online that learners can use for research and to collect data. However, it can be difficult at times to discern which websites and resources can be counted on as credible and reliable sources of information, and which ones are not.

In a 2014 Edutopia article, author Julie Coiro discusses four dimensions or lenses that learners can apply to critically evaluate the quality of online resources. These four lenses are:



Community Connections:

Working with community partners to collect, analyze, and plan for presenting data is valuable for learners. It offers meaningful, real-world opportunities to collect data that can be beneficial for the community. Engage potential partners early so learners can identify what kind of public data exists (e.g., water or air quality metrics and census data) as well as what kind of data they might collect that could be useful to the community beyond their project. For instance, learners might work with a community partner who studies the wage gap between men and women to collect and analyze data that contribute toward a better understanding gender equity more broadly.



- **Relevance**: how well the information aligns with an explicitly stated need or purpose.
- **Accuracy**: the information contains evidence-based, upto-date facts and details that can be verified by consulting primary or alternative sources.
- **Bias/Perspective:** whether the information reflects multiple viewpoints or a single slant or position held by the author.
- **Reliability**: the information is trustworthy based on knowledge about the author, their expertise, and the publisher.

If learners will be conducting online research, have them consider the following questions for each source they would like to use:

- Is this resource relevant to my needs and purpose?
- What is the purpose of this resource?
- Who created the information and what is their level of expertise?
- When was the resource's information last updated?
- Where can I go to check the accuracy of this information?
- Why did this person or group put this resource on the internet?
- Does the resource only present one side of the issue, or are multiple perspectives provided?
- How is this resource's information shaped by the author's stance?

INTERVIEWS

There are multiple ways for learners to conduct an interview: in person, by phone, or using a virtual platform like Zoom or Google Meet. The following tips, adapted from Vermont Folklife and printed here with permission, are applicable for whichever interviewing method learners choose.

- Interviews are conversations. The skills needed to conduct an interview are the same ones you use every day when talking to people. These skills include:
 - O Listening
 - Reflecting on what you hear
 - Asking follow-up questions
 - O Offering body language cues



- **Interviews take some work.** When conducting an interview, you need to be mindful of things such as turn taking, cues, and emotional reactions, especially when the interviewer and the interviewee are from different cultural backgrounds.
- Interviews are not about you. The interview is fundamentally about the interviewee. While your perspective and questions matter, they aren't the primary reason for conducting the interview. Your job is to listen and ask follow-up questions.
- **Give space and don't be afraid of silence.** Silence can feel awkward, but it can be powerful. Staying silent gives the interviewee time and space to share their story the way they want to.
- Show that you are listening. Engagement is crucial in an interview. Active listening and body language cues, like nodding, show you are paying attention. If you are conducting a phone interview, you can still demonstrate active engagement by listening attentively, not interrupting or cutting the interviewee off, and asking thoughtful and affirming follow-up questions to show you have been paying attention.
- Ask open-ended questions. How a question is phrased can have a huge impact on the answers you receive. Open-ended questions tend to yield more expansive, thoughtful, and



Reflection: As you wrap up the data collection phase, invite learners to predict where your community stands in addressing the focus SDGs. Share highlights from the data collection process, including surprises and things you would do differently next time. personal answers. In general, open-ended questions:

- O Can't be answered with a "yes" or a "no"
- Are fail-proof: anyone can find a way to answer it
- May not sound like a question (e.g., "Tell me about...")
- Presume nothing: they aren't leading questions that might subtly prompt or suggest a particular answer.
- **The interviewees are the experts.** The bottom line of an interview is that one person is valuing another person's experience. You are asking the interviewee to talk about what they know and what they care about.

STEP 2: Analyze and Prioritize Findings

Divide learners into their data collection groups and ensure all learners have a copy of the **Data Debrief – Individual Notes** tool. Invite learners to review the data their group collected and reflect on which data represent positive findings and which data represent areas for improvement. Record all positive and problematic findings on the tool. Remind learners to be specific regarding the location and condition of each finding. Learners should then identify and circle their top three positive and problematic findings. The top three findings are the ones they think are most important or feasible to address. These findings will be the ones they share with their group.

Once learners have had a chance to organize and prioritize their findings, ask them to share their thinking and top findings with their group. Ensure each group has a copy of the **Data Debrief** – **Group Notes** tool to compile everyone's top findings. After these findings are compiled, the groups will identify and circle their top three positive and problematic findings. Remind learners that these findings should align with the focus SDGs.

Invite one learner from each group to label their group's findings on your community asset map. Give each group an opportunity to share their findings and how they reflect progress (or not) toward the focus SDGs.

As a whole group, consider which findings are appropriate and feasible for them to address and which findings are the respon-





sibility of specific adults or organizations (e.g., city officials or city departments). On the community asset map, invite learners to identify which findings they want to share with the community and which ones they want to address themselves.

STEP 3: Make Recommendations

Reconvene as a whole group and discuss why it's important to share our findings with the appropriate people as well as solutions to the problems that were identified. Ask if they would prefer that someone state a problem with a solution or without one. Provide at least one example.

Next, discuss why it's important to provide proof or evidence for why their recommendations would help the community. Provide at least one example. Then, discuss who could or should receive a recommendation and how this audience will influence how learners communicate their recommendations. Review the community organizations you identified in Phase 2 and then choose several. Ask learners what types of recommendations they would share with those organizations and how they would communicate those recommendations to them.

"At the beginning, we were scared to take charge. But we felt more comfortable as time went on. It was cool how students and adults worked as equals. We respected each other as equals."

> — Student Georgia Elementary & Middle School Georgia, Vermont



Model how to use the *Findings and Recommendations* tool by choosing a finding from the community asset map. Ask learners what could be done to improve that finding, what evidence they have to support their recommendation, and to whom they would communicate that finding and recommendation.

Return learners to their small groups. Invite each group to choose three findings from the community asset map that they would like to share with the community and three findings that they would like to tackle as a group. Ask learners to develop a recommendation for each finding, provide evidence to support their recommendations, and identify the people and community organizations that they would share those findings and recommendations with and/or partner with for service-learning projects. Remind learners that all recommendations should align with the focus SDGs. Have learners record all findings, recommendations, evidence, SDG connections, and people/organizations on the *Findings and Recommendations* worksheet.

Invite one learner from each group to label their group's recommendations next to the appropriate finding on your community asset map. Give each group an opportunity to share their recommendations and how they address the focus SDGs.



STEP 4: Share Results

PREPARE LEARNERS TO MAKE THEIR PRESENTATION

Reconvene as a whole group and brainstorm ways to communicate the group's findings and recommendations with the community. Discuss how to present the findings and recommendations and the benefits of doing so.

Ask learners what a presentation might look like or include. Review the *Presentation Outline*. Go over each presentation part in detail and give examples of what it may include. Review the *Presentation Rubric* and the *Sample Self-Evaluation and Reflection Tool* so learners know what is expected of them.

Return learners to their small groups to decide who will be responsible for each part of the presentation. Once groups have decided their respective roles, make sure learners understand what their individual roles will entail. Learners who will present recommendations should use the *Presentation Outline* to draft their part.



Persuasive Presentations #1

Kopila Valley School, Surkhet, Nepal

Students split into teams to create and present pitches to the school community for projects that would create a better environment by addressing Goal #13 Climate Action and Goal #15 Life on Land. The school community voted for the project that students would ultimately focus their efforts on. The project that addressed plastic pollution won the most support.



Persuasive Presentations #2

High School for Environmental Studies, New York, New York

Student groups used data they had gathered through prior research and mapping to create presentations they shared with the rest of the class. Each group presented evidence in an effort to convince classmates to choose their idea for the service-day event. Students also created short podcasts based on the interviews and on-the-street responses they gathered at the event. These podcasts exist as in-house media that HSES educators share with their classes and the greater school community.



Provide ample time for learners to organize their thoughts and draft the presentation. Have groups present their parts to each other and encourage good feedback by outlining questions that learners may ask to evaluate the quality of the presentation. For example:

- Is your part of the presentation clear?
- Does it flow?
- Does it relate to the rest of the presentation and overall project goals?

Reconvene as a whole group. Discuss how to deliver a good presentation (see "Powerful Presentation Tips" on p. 48) and then demonstrate by reading one presentation verbatim without looking up; then use notecards with an outline for the next presentation. Discuss what did and didn't work for each presentation. State that learners should expect to receive feedback from the





audience. Discuss how to respond to feedback during the presentation and how to incorporate that feedback going forward.

PLAN THE PRESENTATION

Have learners decide to whom they will present. A good place to start are the people and community organizations they identified on their *Findings and Recommendations* tool. Then have learners research appropriate contacts and reach out to them to set up a time for the presentation. If necessary, have learners develop a plan for getting to and from the presentation.

Have learners include an introduction to the SDGs as part of their presentation for attendees who may not be familiar with them.

If you are planning on media attention for the presentation, have students contact local newspapers, television stations, and radio stations. It is also a good idea to have learners send personal invitations to their families and other community members.

PRESENTATION LOGISTICS

On the day before the presentation, remind learners when and where the presentation will be held. On the day of the presentation, practice one last time as a whole group, if time permits. If you will be holding a virtual presentation, review how to use your choice digital communication tool and conduct a trial run of the presentation so learners are comfortable with the technology. If you are using the *Presentation Rubric*, or the Sample Self-Evaluation and Reflection Tool, this is a good time to grade each group and have learners evaluate one another and themselves.



Reflection: After learners give their presentation, have them fill out the *Presentation Re-flection* tool. Invite learners to share their responses with the rest of the group.

Ask learners to consider their sources of information. Were they able to get multiple and diverse perspectives on the issue(s)?

Powerful Presentation Tips

Preparing for the presentation

- **Know your audience.** Do research to learn about the person or group you are presenting to. Know what they want to hear and why what you have to share with them is important to them.
- **Know your material.** Be prepared with specific details to support your controlling idea and presentation. Don't memorize your presentation. Be prepared to share more than what you write.
- **Know your strong and weak points.** Be sure to provide proof that supports your controlling idea. Focus on your strong points to win your audience over.
- **Follow a logical sequence.** Prepare your material in a sequence that makes sense. Start at the beginning and work your way to the end.
- **Provide visual aids and handouts.** Prepare visual aids and handouts to make your presentation well rounded. Include your community asset map or assessment questions. If you think your audience will want a copy of your recommendations, make a handout to leave with them.
- **Practice, practice, practice!** Practice your material. Be prepared to give a presentation that is slightly different each time you give it. Prepare an outline of what you will say and put the outline on note cards. Use the outline instead of saying the presentation word for word.

Giving the presentation

- Be aware of your body language. Be relaxed, but professional.
- **Speak loudly and clearly.** Speak so the person farthest away from you can hear. Be sure to speak slowly enough so that your words aren't mumbled together.
- **Look up toward your audience.** Outlining your presentation on note cards that you can glance down at will help you with this.
- **Pause.** Pause between sentences and thoughts. When you pause, look up.
- **Add humor.** Everyone enjoys humor. Insert an appropriate joke or funny story about some aspect of the project so far.
- **Read your audience.** Know when your audience isn't listening and when they want to hear more. Adapt your presentation to cues from the audience.
- **Answer questions.** Some members of the audience may have questions. Tell them that you will answer them at the end. Be prepared with notes to help you answer questions.



Plan and Implement a Project

Concepts

Adaptation Change over time Responsibility

Skills

Organizing Planning Resilience Taking responsibility Working as a team Working with adults

Learning Objectives

- Learners will be able to make the connection between their research and findings and an actionable project that addresses the focus SDGs.
- Learners will participate in the planning process, from start to finish, to conceptualize and implement a project of their choosing.
- Learners will take appropriate action that links the focus SDGs to local context within their community.

Workbook Tools

- Project Brainstorm and Checklist (p. 88)
- Planning Your Project (p. 89)
- Project Idea & Goal (p. 90)
- Project Teamwork (p. 91)
- Project Logistics (p. 92)
- Project Activities (p. 93)
- Project Timeline (p. 94)

Overview

Learners develop and implement a civic servicelearning project(s) in collaboration with community partners to advance progress toward one or more of the focus SDGs in their community, based on findings and recommendations from their community assessments.

Preparation

Service-learning projects can be completed in one day or over a period of a few weeks, depending on project needs and timing. Before launching this phase, decide how many servicelearning projects your group can realistically tackle. This will depend on the number of engaged community partners, time constraints, and your capacity to manage and support multiple projects. If your group needs more scaffolding, consider working on a single project. If your group can handle more independent, self-directed work, you may have the flexibility to manage several projects.

Please note, the processes and steps laid out in this section suggest one of many ways in which learners may tackle service-learning projects. Depending on your level of experience with project-based learning, you may need more or less support than these guidelines provide. For more support getting started with projectbased learning, visit <u>pblworks.org</u>.

An important element of this process is elevating learner voice. Let your learners lead the way and assume the role of a coach, providing guidance, suggestions, and questions to help them develop the skills and take the necessary steps to carry out their project(s) to success. It can feel chaotic and messy sometimes, but that's okay—it's a normal part of the process!



CROSS-CUTTING OPPORTUNITY

Equity: It's worth repeating that all service-learning projects should be conducted in authentic and Reciprocal partnership with community members. This could look like working with a community food pantry to identify and understand community concerns about hunger and food access, then developing a project together to address those concerns. When Relationships aren't based in Reciprocity and understanding about an individual's or a group's self-identified gifts and needs, your learners risk completing projects that unintentionally harm a community or reinforce existing inequities.



Process

STEP 1: Project Brainstorming

Review the master quality-of-life features list and focus SDGs. Ask: What have you learned about these goals? How do they contribute to quality of life? What is the status of these goals in your community?

Review the recommendations posted on the community asset map that learners indicated they would like to tackle. Break out into small groups (ideally the same ones used in Phases 3 and 4) and invite learners to brainstorm project ideas that connect to the focus SDGs and address their quality-of-life features, findings, and recommendations. Have learners use the *Project Brainstorm and Checklist* tool to capture their ideas. Go over the parameters checklist to make sure they understand each one and why it's important to use the parameters on the checklist.

Meet with each group so they can each share their project ideas and how they connect to the focus SDGs. Discuss their ideas and review the checklist. If their project ideas meet the required criteria, great! If not, discuss why the projects may not be feasible and suggest other potential projects. Look for overlapping ideas and combine projects where necessary. Once the groups have settled on their projects, invite one learner from each group to post their project on the community asset map.

STEP 2: Project Idea and Goals

Engage the whole group in a visualization activity. Imagine that their project has been completed. What was accomplished? How did the project fulfill a need in the community? How did the project advance progress toward the focus SDGs in the community? Invite a few learners to share their thoughts.

Share the *Planning Your Project* tool, which outlines the planning process using a sunflower plant as metaphor! Discuss why it's important to have a goal (the sunflower seed), and to make sure there is a need (the roots) before you begin to plan a service

Project Planning Tips & Notes

Timing

Effective and engaging service-learning projects can take a lot of time, so start planning early. (It will likely take longer than the project itself!) Learner engagement level, project type, and possible funding will all affect the project timeline.

Funding

Projects that require fundraising will have a longer timeline, especially if learners will be involved, which we believe is an important part of learning. They can write grants, draft donation letters, approach parent or school organizations and local government offices (e.g., city council, mayor's office), hold a fundraiser, or ask the community to donate money or goods. If you intend to pursue a large project, plan early and seek funding in the beginning of the project year.

Community Partners and Mentors

Partnering with community members or organizations who share an interest in your focus SDGs can be a powerful lever for change. Often they have insight, guidance, tools, and even resources. Partners also lend authenticity to a project, helping learners feel the impact they're making on the quality of life in their community. As soon as you identify relevant community assets in Phase 2, reach out to potential partners to gauge their interest. They may have an ongoing project or need that your group can support. You may also consider inviting a mentor or two to join the project. Mentors and learners can learn a lot from one another. Whether you invite partners or mentors (or both!), be sure you give them background information on the project, including your goals for learners and what role you envision for them.

Volunteers

If you need volunteers to help learners plan and implement a project, recruit them beforehand or have learners find their own: community members, city officials, school staff, or parents. Be sure to give volunteers guidelines and any necessary background information on the project.

Amplify Your Impact

If you haven't shared your work via social media or connected with the news media yet, now is the time! Local media outlets often look for inspirational stories like yours. Smaller newspapers may give learners an opportunity to be published for the first time while informing community members of neighborhood activities. Get appropriate permissions from families and school administration, if applicable.

Follow-Through

Plan for *all* stages of a project, including post-project follow-through. For example, if learners plant a garden, you will need to figure out who will maintain it. You might collaborate with community partners or create a "friends of the garden" group that could be incorporated into the project itself. If the garden will become an ongoing classroom project, have your learners create a list of next steps for the incoming group to tackle.



CROSS-CUTTING OPPORTUNITY

Reflection: Engage in regular reflection as projects unfold: quick check-ins, video blogs, written reflections, peer check-ins, and group conversations. Ask learners to reflect on what's going well, what's challenging, what deserves gratitude, what skills they are using, what they might do differently next time, and what they're feeling proud, excited, or hopeful about.

Collaboration Rubrics

PBLWorks shares <u>teamwork</u> and collaboration rubrics for. Grades K-2, 3-5, and 6-12 . These are great tools for helping learners understand what effective collaboration looks, sounds, and feels like. Use these tools to scaffold the group discussion in Step 3. Learners can also use these tools to self-assess their group work. project. Provide some scenarios where there wasn't a need for a project and how the results impacted the community. State that the goal and the need for a project will help guide and inform their decisions.

Have learners break into their groups to discuss their project's seed and roots. Learners can record their thoughts using the *Project Idea and Goal* tool.

Meet with each group to review their ideas and, if necessary, help them articulate their goal and how their project fulfills a community need. Refer learners to the focus SDGs to help them articulate their goals. Invite each group to share their project goal and why the project is important to the community.

STEP 3: Project Teamwork

Ask learners:

- What makes a team successful?
- What skills do we need to function as a healthy and productive team?
- What is hard about working on a team?

Invite learners to consider which teamwork/collaboration skills they have and which ones they need to develop.

Lead learners in one or more of the team-building activities found on the following two pages. Debrief each activity. Ask:

- What did you learn?
- How did you contribute to their team's success?
- Discuss how the skills you used and gained may relate to or help with project planning.

Have learners break into their groups and fill out the *Project Teamwork* tool. Reconvene as a whole group and discuss how groups will make decisions and work together.

Team-Building Activities

Team-building activities can work powerfully to create a sense of community and shared purpose among learners. However, it's important to remember that not all experiences are accessible to all learners. Having options for other roles (e.g., timer, referee, "process watcher," "vibe recorder," photographer, play-by-play commentator) helps ensure that everyone can contribute in their unique way.

personal strength: I'm Special

Materials: Little sheets of paper, pen or pencil for each learner, container for paper

Procedure: Each learner writes a personal strength on a piece of paper, folds their paper without signing it, and places it in the container. Then each learner takes a paper out of the container and tries to guess which learner the strength belongs to. After all the guesses, discuss how our personal strengths contribute to a team. Discuss how group tasks can be divided according to strengths and interests of each member of the team.

COMMUNICATION Palms and Pointers

Procedure: Form a circle. Everyone holds out their left hand with palm facing up. Then everyone puts their right pointer finger into the palm of the learner to their right. On the count of three, challenge learners to pull their finger out of the "trap" on the right while trying to capture the finger on their left. Try switching hands. Ask how many were successful at doing both (usually half or less). Discuss how it's hard to do two things at once. Relate this activity to working on a team and how it's important to listen and share your ideas, just not at the same time!

COMMUNICATION Floating Pole

Materials: A tent pole, long stick, or broom handle **Procedure:** Have everyone form two equal lines facing each other. Pointer fingers should be level with elbows at waist. Show learners the long stick or tent pole and challenge them to lower the pole to the ground. They must all touch the pole at all times using both pointer fingers. They can only touch the underside of the pole and thumbs are not allowed. Place the pole on learners' fingers and let go. Discuss what worked and didn't work. Discuss leadership roles and the

decision making Turtles

various roles in a team or group.

Materials: 5–10 carpet or cardboard squares; large, open space

Procedure: Use rope or sticks to create two boundaries parallel to each other, approximately 10 feet or more apart. Start the group on one side and explain that they must cross the gap, an imaginary stream. Place 5 to 10 "turtles" (carpet or cardboard squares) leading across the stream. If anyone steps in the stream, they are carried away and everyone must start over. Only one learner can be on a turtle at once. However, once a turtle is stepped on, there needs to be

Team-Building Activities continued



constant pressure. If you step off a turtle and the pressure is released, the turtle will swim away and escape. Discuss how the group solved the problem and made decisions. Did anyone take a leadership role? What worked and didn't work?

COOPERATION/COMMUNITY Community Web

Materials: Ball of twine, rope, or yarn

Procedure: Stand in a large circle. Ask learners what makes up a community. Have one learner start with the ball of twine and hold onto the end of the string. That learner answers the question then throws the ball to someone across the circle from them. Be sure each learner holds onto a piece of twine as it's tossed around the circle. The goal is to create a large web with the string.

CHOOL CTUGHT Strengthening Cooperation Muscles

JFK Elementary School, Winooski, Vermont

As students explored the SDGs, they realized they needed to work on Goal #17 Partnership for the Goals to improve their internal communication and cooperation. Students worked with adult facilitators who introduced them to cooperative games and activities to help them develop those skills.

Once everyone has answered the question, ask what would happen if one community member didn't exist. Have one learner pull on their string to represent how every part of a community affects the whole.



CROSS-CUTTING OPPORTUNITY

Community Connections:

Refer groups to the *Findings* and Recommendations tool they completed in Phase 4 for their list of people and community organizations who might be partners for their service-learning projects. Ask groups to decide whether they want to invite one or more of these potential partners to collaborate with them. If yes, have groups create a chart to identify what tasks need to be completed and which community partner can help with each task. Then, identify the appropriate contact for each partner and who will reach out and when.

STEP 4: Project Logistics and Activities

Note: The scaffolding required in Step 4 will vary depending on the age and skills of your learners. Adapt this process to meet their needs. Consider identifying and connecting with community partners who can mentor your learners and help them effectively prepare for project completion.

Begin with a group discussion about tasks that need to be completed to prepare for their projects. Ask:

- How much time will it take to prepare for your project?
- How much time will it take to complete your project?
- What information do you need to prepare for and complete your project?

Have learners break into their groups and complete two tools, the *Project Logistics* and the *Project Activities* tools. These two tools will help groups identify what they need to implement their projects (e.g., special materials, transportation, funding, volunteers) and the specific activities involved. Review these tools with each group and discuss what types of additional information would be helpful to include. Then invite groups to use the *Project Timeline* tool to organize who will complete tasks and when.



A Meal for a Soup Kitchen

High School for Environmental Studies, New York, New York

For their project, students chose to plan a community meal using seconds produce that they cooked and served at the soup kitchen they had volunteered at earlier in the year. Students coordinated all aspects of the event, including outreach, obtaining produce donations, developing a menu of seasonal recipes based on the donations they received, cooking and serving the food, cleaning up, and creating a final presentation that documented the experience.







TRIFOLD DISPLAY

Materials: Cardboard, glue, paper, computer, markers, project pictures

Procedure: A tri-fold display is a three-dimensional, handmade presentation. Encourage learners to be creative and neat while writing and constructing their display. Typing up the overview and project information on a computer will help to make the display look professional. Photos and drawings dress up the display.

BROCHURE

Materials: Computer, Microsoft Word or Google Docs, paper, printer or photocopier, markers, colored pencils, pens

Procedure: Brochures are great tools for sharing learner work with the community. Microsoft Word or Google Docs can be great tools for making brochures, but learners can also fold paper in thirds and write their information by hand. The final draft can be printed or photocopied and distributed.

DIGITAL PRESENTATION

Materials: Computer, Microsoft PowerPoint or Google Slides, project pictures

Procedure: Google Slides or Microsoft PowerPoint are popular digital presentation options because you can add text, charts, graphics, sound effects, and video. With this option, have learners include a project timeline, overview, goal, activities, community partners and their contributions, before and after photos, reflection quotes, and any relevant information or data.

GROUP WEBPAGE

Materials: Computer, Google Sites, project pictures and video

Procedure: Creating a webpage, especially with a template, can be a great way for groups to document their project brainstorming, plans, and progress. Groups can even create vlogs (video blog) to capture their planning and progress, then add them to the group's Google Site or post them on a separate platform, like Flip.

Next, work together to help groups decide how they will document their project. Explain that documentation will play a key role in the materials and presentations they create to share their learning in Phase 6. (Review documentation options at left.)

Invite groups to consider the following questions and then share with the whole group:

- How will we know if our project is successful?
- Which elements of our project will be the most challenging?
- What are the most important elements of the project?
- How might we handle unexpected issues?

STEP 5: Project Kick-Off

It's now time for learners to carry out their projects! Before kick-off, meet with each group to discuss their project and make sure they have all the details organized and documented. If groups haven't organized volunteers, ask parents and other community members to help with projects. Give permission slips as needed. If multiple projects will be occurring at once, consider staggering them so you can offer as much support foor each group as possible.

Optional Logistics Activities

The following activities and ideas are related to specific logistics that may or may not pertain to each group. Decide to complete the activities as a large group or as needed for each project.

Overcoming Obstacles

Have learners close their eyes and pretend they are a seed. Read the following paragraph to them:

"You are planted deep in the ground. As the sun warms the soil and the rain waters the earth, you begin to send roots down, down into the ground. Your roots grow deep and strong until suddenly, you feel something hard and solid. You try with all your might to send your roots further into the ground, but you can't seem to get past it."

Have learners open their eyes and identify what the hard and solid object might be. Ask them what "rocks" they might face. How will they overcome them? Have groups make a list of potential obstacles or "rocks" and brainstorm ways to overcome those obstacles.

Accessing Project Site

Identify and label project sites on the community asset map. Decide how to get to the sites. If the sites aren't within walking distance, consider using public transportation maps and guides to select the best method for getting to and from the project sites. Note whether there are hazards at the sites and any safety precautions you must take. Make a plan for getting supplies and materials to the sites as well as a plan for cleaning up, if necessary. Groups should document this information on their **Project Activities** worksheet.

Securing Funding

List ways to solicit donations and funding. Next to each idea, have groups identify from whom and how to get the money and resources.

Working with the Media and Public Officials

Gather a variety of flyers, announcements, articles, and advertisements for different community events. Look at the materials and discuss which ones are attention grabbers. Ask groups which attention-getting strategies were used. Which strategies are most effective? Discuss possible ways that groups can publicize their projects and have them add publicity strategies to their task lists.

Ask groups if they want anyone special to attend or participate in one or more of their project activities. Make a list of community officials and celebrities they would like to invite. Have groups decide the role they want their special person or people to play. For example, do they want the mayor to come and talk about the importance of making a difference to kick off their project? Assign group tasks and responsibilities to set this in motion.

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– Eric Hadd, Teacher Georgia Elementary & Middle School, VT



Project to Fight Plastics

Kopila Valley School, Surkhet, Nepal

To tackle plastic pollution in their community, students focused on plastic bags at local stores. Students created a public service announcement to inform the community about the harmful effects of plastic and plastic burning. They also designed and made cloth bags to replace plastic bags at local stores.





Mini-Projects

JFK Elementary School, Winoosk, Vermont

At the elementary school level, it's often helpful to conduct a project in several short cycles of student engagement and action. JFK students and facilitators explored multiple SDGs and tackled smaller action projects related to each. For this phase, students looked at SDG #7: Affordable and Clean Energy, and #15: Life on Land. For mini projects, they built solar ovens (pictured), and started pollinator plants from seed to add to home or school gardens.





Reflect and Celebrate

Concepts

Adaptation Change over time Responsibility

Skills

Celebrating Communication Organizing Planning Reflecting Taking responsibility Working with adults

Learning Objectives

- Learners will reflect on their own learning and what strengths they contributed throughout the project.
- Learners will reflect on their role as an individual working on a group project and what strengths they contributed to the collective effort.
- Learners can track and understand the impact their project had on the community from start to finish.

Workbook Tools

- Project Reflection (p. 95)
- Project Storytelling Plan (p. 96)
- Project Celebration (p. 97)

Overview

Learners organize and hold a celebration where they present an exhibition of their learning and honor and recognize the community members and organizations who participated in and supported their project(s).

Preparation

Projects can be shared in a variety of ways. Learners can build presentations that they narrate (live or recorded), create short films or slideshows, or even develop more creative performances to share their work and learning. Decide ahead of time what must be included in learners' exhibitions of learning and what can be left up to the creative direction of the learners themselves.

Why Is This Phase Important?

Reflection is critical to the educational success of the service-learning experience. Structured time to consider project successes and challenges, as well as personal and community impact, helps learners connect to the curriculum and to critically process their experiences and learning at a deeper level.

Celebrations are vital to building a strong and connected community. When we celebrate community decision-making and improvement, we reinforce positive citizenry skills and action, build community morale, and, by honoring the work and accomplishments of the learners, help them understand the importance of participating in community.



"I feel like I've grown in leading throughout this work. This work has molded me into a leader."

— Savannah, student Piney Woods School, Mississippi



More Reflection: Give each group one piece of paper for every other group. Have a learner from each group write a word or phrase that acknowledges the success of each of the other groups' work. When learners have finished writing, collect the compliments. After the celebration, share the compliments with the groups as an added pat on the back.

At the end of the celebration, gather learners into a circle to share one word that summarizes their project and their experience. Write down each word in random order. When everyone has shared, read the words back as a poem. There are endless ways to celebrate a project's completion and success. While learners should have voice and choice in the type of celebration they want, it's important to spend time thinking about some simple logistics and parameters for your event: size, location, potential invitees, and whether you will provide food and beverages. This will save time for you and your learners when it comes to planning and assigning tasks for your celebration. Learners could even include planning a celebration as part of their project.

Process

STEP 1: Reflection

Revisit the focus SDGs. Invite learners to share what they learned, how their project impacted the community, and how each felt about community participation or their project's long-term effects. Next, invite learners to engage in some personal reflection by answering the prompts provided in the *Project Reflection* tool. Afterward, engage in a whole group discussion where learners are encouraged to share their responses to the reflection questions. (Reflection often looks like discussions or written exercises, but you could also get creative and use the visual or performing arts!)

STEP 2: Gratitude Practice

Discuss the importance of expressing gratitude to those who provide support in our lives. As a whole group, have learners collect the names of the people and organizations who helped make their projects a success. Provide any necessary scaffolding, such as materials and guidance, to prepare learners to acknowledge and thank community partners. Learners can choose to write a personal letter or email, create a thank-you card, or make a community participation award. Encourage learners to use ideas from the opening discussion in Step 1 or their reflection writing.



Students and educators from Georgia, Vermont, marked their accomplishments with a day of service: they helped a community partner remove invasive plants.

DOCUMENTATION

Analog: Create a learning wall to capture their project process timeline. It can be built over the duration of the project or as a final product and may include written reflections, key artifacts (e.g., brainstorming tools), images representing the focus SDGs, or learner artwork—anything that will help tell the project's full story.

Digital: Learners can also use Canva or Google Slides to create their project process timeline. Both tools include timeline templates, which can be especially useful if learners choose to create and customize their own timeline framework.

STEP 3: Project Storytelling

Together with learners, make a timeline of your project process, activities, and accomplishments (see ideas at left). Make sure your focus SDGs are documented in the development of your timeline. Discuss the original purpose, highlights, and outcomes of project activities.

Discuss the importance of sharing work and telling the story of how their projects unfolded. Explain that learners will be creating materials and presentations about their projects to share with the community. Make a list of strategies for sharing project activities and accomplishments. Once compiled, brainstorm tasks that are needed to complete each strategy to help groups decide which strategy to use.

Have learners break into their groups. Invite each group to choose a strategy for sharing their project and document their plan using the *Project Storytelling Plan* tool.





Students present at the High School for Environmental Studies, New York, New York.

Equity: Storytelling and celebrations are ideal ways to pause and reflect on important relationships and to deepen our gratitude practice. Too often, the learning process can be incredibly extractive of a community. Intentional moments of reflection and a focus on gratitude, in this phase and throughout the project, are included to lessen this impact and give back to the community. As learners plan their celebration, encourage them to include a moment of reflection and gratitude to thank those they learned from and worked with, as well as to invite community partners and other community members to share reflections and the impact that the projects had on them and the community.

Review each group's plan. When each plan is sound and well thought out, give groups an appropriate amount of time to create their storytelling materials or presentations. As groups work on their materials or presentations, take some time to review effective communication tips and techniques. Discuss how features like fonts and effects, cue words and phrases, illustrations and photographs, graphics, text organizers, and text structures can help the audience read and comprehend information. Discuss what is captivating, exciting, or interesting to communicate with their audience.

Before sharing with the community, make sure groups have time to review each other's work and discuss similarities and differences. Also, provide time for groups to practice and receive feedback on presentations.



STEP 4: Celebrate

Celebrations can take many forms, but a good celebration:

- Recognizes all community members and organizations involved in the project.
- Acknowledges learner accomplishments.
- Displays learner work.
- Relates to the overall goal of advancing progress toward the SDGs in a community.

Discuss the purpose for celebrating learner accomplishments and what the celebration should look like. Who should come? What should be displayed and celebrated?

Discuss possible ways to celebrate project completion. Focus on activities that align with the focus SDGs and reflect the goals of the project(s). Decide which activities are feasible. Get appropriate permissions from families and school administration, if applicable.

Once activities are selected, make a list of tasks to complete and who will be responsible for each task. If learners are organizing the celebration, touch base with them periodically to evaluate progress and event organizing. Make sure they factor in time for set up and clean up when planning the day's events, including set up of each group's project storytelling displays.



Food for Thought: Celebrating and Reflecting

High School for Environmental Studies, New York, New York

After the service day event, students held a Socratic seminar to reflect on their experience: how they did, how it felt, and how the community responded. Students also responded to a survey assessing what aspects of the event were successful, what needed work, and what stood out as significant. A week later, students cooked another meal for each other and the school community, both to celebrate the service-day and to share their experiences. At the meal, students shared pictures they took during the event and reflected on the project's impact on them and the community.





CROSS-CUTTING OPPORTUNITY

Community Connections:

Invite families and community partners to celebrate learner successes, especially people who worked with learners during projects. It is a wonderful way to thank them and honor the collective work. Georgia Elementary and Middle School created an SDG passport so that guests could learn about all the SDGs as they "traveled" through the student exposition and celebration of learning. Each display addressed one or more focus SDG and asked questions about the connections between the project and the SDGs. After interacting with a project station, visitors received a stamp for their passports.

Create invitations to the celebration once it's planned. If the media has documented the project in the past, invite them to the final celebration. Invite learners to create and send invitations to local newspapers, television stations, and radio stations. Collect signed permission slips, as necessary, from learners.

At the beginning of the celebration, share an overview of the SDGs to provide context for the projects. Acknowledge learners' achievements. Invite a local official or celebrity who is familiar with the project to give opening remarks. In addition to group presentations, have learners present an overview of the entire project for attendees. Then, celebrate, celebrate, celebrate!



While celebration is the final component of these projects, and some will end here; others may be just beginning. If your curriculum or school allows for following up with findings, additional projects, or community questions, do it! Being an engaged citizen doesn't end. Encourage learners to use the skills they've acquired in this project in their daily lives, now and in the future.



Video Celebration Kopila Valley School, Surkhet, Nepal

Students shared their project experiences and reflections via video with peers from around the world as part of an international project focused on the SDGs and youth voice. Students reflected on essential youth-adult partnerships, the impact they had through the project, and personal and collective next steps. They decided that they would like to continue working together and made plans for the following school year. Since this initial project, students have continued to develop and implement projects that improve the quality of life in their school and surrounding community.

Farm Celebration

JFK Elementary School, Winooski, Vermont

Students celebrated their learning by visiting their community partner's site—a local farm. They harvested food to use in a shared meal, played games, and participated in a reflection circle where they shared something they learned during the project process. "Watching the students interact with nature and all of the animals was really nice to see. The trip was a meaningful celebration," said teacher Caitlyn Batche.




Appendix



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Glossary

Terms Used Throughout the Guide

4 Cs – Curriculum Development, Campus Ecology and Culture, Community Partnerships, Collaboration.

4 Es - Environment, Equity, Economy, Education.

5 Rs - Respect, Responsibility, Reverence, Relationship, and Reciprocity.

Big Ideas of Sustainability – The important concepts and ideas underlying sustainability. These include Place, Systems, Cycles, Community, and Interdependence.

EFS or Education for Sustainability – An approach to education that applies a lens of sustainability to practices that link knowledge, inquiry, and action to make positive change.

Equity – A fair distribution of material and nonmaterial access and opportunity.

Justice – When people have equal rights; it is a combination of fairness and opportunity at the individual, institutional, and systemic levels. *Adapted from the Southern Poverty Law Center. (See Sources on p. 69.)*

SDGs – The United Nations' Sustainable Development Goals. In 2015, the United Nations established 17 Sustainable Development Goals, which provide a blueprint toward sustainability by setting targets for economic, social, and ecological systems improvement.

Phase 1

Quality of Life – Personal and collective satisfaction with the conditions under which you live—socially, culturally, and physically.

Phase 2

Asset – A resource, person, service, or place that is working on SDG-related issues in the community.

Community – A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.



APPENDIX

Key – A table on a map or chart that lists and explains the symbols used.

Orientation – One's position in relation to true north, to points on a compass, or a specific place or object.

Place – A space, area, or spot set apart or used for a particular purpose.

Scale – A graduated line, as on a map, representing proportional size.

Symbol – An object that represents something on a map.

Phase 3

Assessment - A set of questions or activities that determine the health and well-being of the community.

Indicator – Something that measures a condition to show you how well a system is working.

Qualitative – Refers to the quality of something or how someone thinks or feels about something.

Quantitative – Refers to the number or amount of something.

Phase 4

Findings – Results from analyzing data that demonstrate strengths and areas for improvement.

Recommendations - Proposed, realistic solutions to findings uncovered during data collection.

Phase 5

Logistics – The tasks that need to be completed or taken care of before initiating a project.

Service-Learning – Combines experiential learning with community service. Learners plan, initiate, and reflect on projects that impact their community.

Civic Engagement – Actions that identify and address issues of public concern.

Sources

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- Vermont Folklife. (n.d.). Interviewing Advice. Vermont Folklife. https://www.vtfolklife.org/interviewing-advice

Additional Resources, Reading, and Tools

- Shelburne Farms (2013). Cultivating Joy and Wonder: Educating for Sustainability in Early Childhood Through Nature, Food, and Community. Download at shelburnefarms.org/resources.
- Learning for Justice's Social Justice Standards https://www.learningforjustice.org/sites/default/ files/2023-07/LFJ-Critical-Practices-for-Social-Justice-Education-July-2023-07272023.pdf
- Common Core State Standards (both math and literacy): https://corestandards.org
- National Curriculum Standards for Social Studies: https://www.socialstudies.org/social-education/77/6/links-between-c3-framework-and-ncss-national-curriculum-standards-social

Next Generation Science Standards: https://www.nextgenscience.org/

Process Flow





LEARNING LOCALLY, TRANSFORMING GLOBALLY

Student Workbook

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Quality of Life Features

What does your community need in order for every living thing to have a safe and healthy life? Record ten ideas below.

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Quality of Life Features Class List

SDG CONNECTIONS

Write the number(s) of the goals that match each feature.

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Prioritization and Focus SDGs

After considering which goals are personally significant to you and why, prioritize those goals below. Then pick the goals you're most interested in focusing on for your local community.

SDG PRIORITIZATION

Include Goal #/Name. You can create a list or draw a diagram of your prioritzation.

FOCUS SDGS

List the 3–4 goals your group is going to focus on for the project.



Sense of Place Inquiry

- 1. Name the location of where you live.
- 2. What makes your community special or unique?
- 3. Name five common plants in your area. Are they native or new arrivals?
- 4. Name five edible plants in your area and their seasons of availability.
- 5. Name five resident birds and five migratory birds in your area.
- 6. Name five mammals that are native to your area.
- 7. What are the notable land features in your area? What ecological events or processes influenced those features?
- 8. What cultures lived in your area before you? Who are the Indigenous people who live in your area now?
- 9. How do people get around in your community?
- 10. What kinds of jobs and careers can be found in your community?
- 11. Name five elected officials or civic leaders in your community.
- 12. Where can people access healthy food in your community? Transportation? Health care? Education? Who are the groups who don't have access to these resources?
- 13. Which organizations or people in your community support access to healthy food? Transportation? Health care? Education?
- 14. Name five places people in your community have emigrated from.
- 15. What historical events have influenced your community?
- 16. Has your community changed over time? If so, explain how.
- 17. Do you think your community will continue to change? If so, explain how.
- 18. How do these changes in your community make you feel?



Checklist for Indicators and Questions

Use these checklists to help you create strong indicators and questions that will help you complete (check!) the assessment template.

INDICATOR CHECKLIST	YES/NO If no, revise indicator
Is the indicator relevant ? Does it show you something about the SDG and the feature you are measuring?	
Is the indicator easy to understand ? Do you know what it means?	
Is the indicator reliable ? Do you have multiple perspectives versus a singular source/perspective?	
Is your indicator based on accessible data ? Is information about your indicator available? Can information be gathered easily?	

QUESTION CHECKLIST	YES/NO If no, revise indicator
Do you have a variety of quantitative questions that ask how many or much?	
Do you have a variety of qualitative questions that ask how a person feels or thinks?	
Are your questions easy to understand ? Can others use them easily?	
Are your questions clear and specific ? Do they ask location and condition?	
Did you include a question to rate the overall condition of the feature ?	



SDG Assessment Template

Copy this page for each feature you address. Plan for at least three indicators per feature, and at least two questions per indicator: a qualitative one and a quantitative one. Review each completed template against the *Checklist for Indicators and Questions* (p.77). Modify as needed.

FOCUS SDG:
QUALITY OF LIFE FEATURE:
QUESTIONS:
INDICATOR 2:
QUESTIONS:

QUESTIONS:

INDICATOR 3:



SDG Assessment: Example

FOCUS SDG: #2: Zero Hunger

QUALITY OF LIFE FEATURE: Affordable food/Enough food for all

INDICATOR 1: Access to nutritious food **at school**

QUESTIONS

- How does the school define nutritious food?
- How many students participate in the school meal program versus bring meal from home?
- Why do students like the school meal program?
- Why do students bring meals from home?
- Do students feel the school meal program is nutritious?
 - If so, why?
 - If not, why not?
- Do teachers and staff use the school meal program?
 - If so, why?
 - If not, why not?

INDICATOR 2: Access to nutritious food in the community

QUESTIONS:

- How do families define nutritious food?
- Do students feel like they have access to nutritious food in the community (outside of school)?
- Where can families access nutritious food in the community? List the places.
- Are these places accessible?
- Are these places affordable?
- Are they reliable—can you always get nutritious food there?
- General Rating on Access to Nutritious Food
 (Decide your rating scale: Numbers 1–10, Grades A–F, or Emojis: () () () () () ()



Data Collection Plan

Use these questions to guide you as you develop your data collection plan. (You may need to record your answers on a separate sheet.)

YOUR FOCUS SDGS AND INDICATORS: Record them.

SOURCES: Who in your community might have data related to your focus SDGs and indicators?

COLLECTION METHOD(S): How will you collect data about your focus SDGs and indicators?

- Physical (in-person exploration of place)
- Experiential (youth experiences, reflections on experiences)

Online (*internet searches*)

Books, resource materials

Interviews (conducted in-person or by phone)

] Surveys (conducted in-person or by online survey tool or email)

COLLECTION LOGISTICS: (Add these details for each method you select)

Documenting: How will you document the data you collect (e.g., photos, maps, spreadsheet, audio files)?

Storing/Sharing: Where will you store the data? *Think about the best place(s) and ways to store different types of data, e.g. photos, text, audio files. You'll want to keep this data for the entirety of your project.* How will you make data accessible to everyone on the team?

Scheduling: When will you collect your data? This is especially important to consider if you're collecting physical data. Think about what time of day, week, or year is ideal to gather the best data to answer your questions.



Data Debrief: Individual Notes

DIRECTIONS

- 1. Read over your Community Assessment.
- 2. Record both the **positive** findings and **opportunities for change** that you noticed on your Neighborhood Walk below. *Positive* findings align with your focus SDGs. *Opportunites for change* are findings that may need improvement or change in order to reach the SDGs. Be sure to be specific!
- 3. Circle three **Positive** findings and three **Opportunities for change** that are the most important to you.

POSITIVE FINDINGS	OPPORTUNITIES FOR CHANGE



Data Debrief: Group Notes

DIRECTIONS

- 1. Have each person in your group share their top three **positive** findings and top three **opportunities for change**. Record them below. (If some findings are the same, only write it once.) *Remember: Positive findings align with your focus SDGs. Opportunites for change are findings that may need improvement or change in order to reach the SDGs.*
- 2. When your group is finished recording all its findings, collectively decide what three **Positive** findings and what three **Opportunities for change** are most important to your team. Circle them.

POSITIVE FINDINGS	OPPORTUNITIES FOR CHANGE

What do we want to celebrate in our community? What needs to change in order to make it safer and healthier?

Findings and Recommendations

FOCUS SDG:

PARTNERS Who can help us? Who needs to be consulted or informed?		
PROOF What is the evidence that we need this change?		
RECOMMENDATION How can we uplift and celebrate or change it?		
FINDING What needs to be uplifted and celebrated? What could be changed? How is this related to our focus SDGs?		





Presentation Outline

PROJECT INTRODUCTION/OVERVIEW:

FINDINGS: (Opportunities for change, improvement)

State what your group found on the Community Assessment. Where is each finding located?

- +
- +
- -
- -
- -

RECOMMENDATIONS: Turn each finding into a recommendation, which is something your group wants to see change or improved.

PROOF: Make the case for your recommendations by offering proof. Why is it important to change? How will your recommendation improve your community and address the SDGs? (Use the Quality of Life Features List to support your recommendations.)

CONCLUSION:

projects and presentations can be evaluated. The next page outlines proficiencies and expectations for learners' self-An example of an evaluation tool to use during Phases 5 or 6. This page outlines the big picture goals against which **Presentation Rubric** evaluation and reflection.

TEAN	1WORK	INFORMATION AND CONTEXT
on rec Gree On rec On rec	group members have a voice in project planning. group members participate meaningfully during both e project implementation and presentation. ject tasks are distributed among group members and embers support each other as needed to complete quired tasks. oup members remain respectful and supportive of e another and their contribution to the work.	 Explain the backstory or context of the project. Explain the intended goal (the positive impact) of your project. Talk about what you learned through your research, including from interviews. Provide overview of project action steps. Identity project challenges and solutions. Communicate the outcome/status of your work and how you would recommend to take this work next.
PRES	ENTATION DELIVERY	VISUAL AID
Pre Pre Pre	am members engage the audience respectfully. members remain together in the presentation area d remain focused on their audience. members use appropriate eye contact and voice level. members are ready and able to answer audience estions about all aspects of the project. memers reference the visual display to support their sentation.	 Visual aids are carefully planned and designed; they are eye catching and appealing. Text is correctly spelled, capitalized, and punctuated. Text is brief, using short sentences or bullets, not full paragraphs. Images show various aspects of your project. There is visual or photographic documentation and evidence of the team in action on the project. Physical objects, manipulatives or interactive experiences engage the audience as they visit your booth.



4



Participate in group work and presentation.

Practice decision making skills.

Support and respect all team members.

All group members participated meaningfully in the group work and presentation.

All group members had a voice in project planning.

All group members were supported and respected.

INFORMATION/ CONTENT

Set context for the audience. Give an overview of the project, including the intended impact of the project.

Explain how your project hopes to improve the quality of life in your community.

Articulate your action plan and any changes you had to make to your original project.

Clearly state your findings and recommendations after completing your action steps. Use details from your Quality of Life list, interviews, and research.

Support findings and recommendations. Synthesize information in a persuasive conclusion.

PRESENTATION STYLE/DELIVERY

Organize the presentation in a clear way.

Use appropriate level of eye contact.

Use a clear and loud voice.

All group members remain in the presentation area and are focused on their audience.

All group members maintain appropriate eye contact.

Audience is able to clearly hear and understand all parts of the presentation.

VISUAL AIDS/ GRAPHICS

Use appropriate capitalization and punctuation.

Use correct spelling of words.

Are eye-catching and draw in the audience.

Provide visual or photographic evidence of the team in action on the project.

Provide physical objects or manipulatives that engage the audience.



Presentation Reflection

After your presentation, take a moment to think about the impact you've made on your community and what you've learned. Answer the following questions.

1. How did giving the presentation make you feel?

2. What was the audience's response to your presentation?

- 3. What do you think will result from your presentation?
- 4. What skills did you gain from giving the presentation?
- 5. What do you know now that you didn't know before you gave the presentation?
- 6. How did giving the presentation impact your community?



Project Brainstorm and Checklist

BRAINSTORM:

What projects can your group do to make a difference? Fill in the bubbles with your ideas.



CHECKLIST: For each project idea, ask the following questions to help you decide which project to take on. A good project should have a check next to each question.

DOES THIS PROJECT	#1	#2	#3	#4	#5	#6
Address your findings from the community assessment and interviews?						
Improve something related to your SDG?						
Make your neighborhood/community/school safer or healthier?						
Offer something that your community wants or needs?						
Allow for all team members to contribute?						
Fit within your timeline? Can it be completed by?						
Excite you and your team?						





Project	Idea	and	Goal
			UUMI

roject IDEA:	
roject GOAL:	
ocus SDGs:	



Why is this project important to you? _____

Why is this project important to the community? _____



Project Teamwork

How will your group make decisions? What roles will members of the group have? _____ Teamwork goal: _____

Signatures of every group member:





TIME

How much time will project require for preparation:_____

completion: _____

BACKGROUND INFORMATION

What do you need to know before you start?

DETAILS

Everyone's project is different. You might want to think about and plan for the following: (write answers in project notebook)

- **Timeline and Tasks:** What tasks do you need to complete? When do you need to complete them by? Who will be responsible for completing them? (See *Timeline worksheet to keep track of your tasks.*)
- **Press:** Do you want the press to be involved? Who will you invite? How will you get them here?
- **Project Site:** Where will you conduct your project? Do you need transportation? Permission?
- **Project Support:** Whose support do you need to complete or to start project? How will you get it?
- Documentation: How will you keep track of your work?
- Community Involvement: What other community members do you want to involve? How?
- Money: Do you need money to complete your project? How will you get it?
- **Materials:** Make a list of the materials you'll need and how you'll get them.
- **Resources:** What other resources do you need to complete the project? Make a list!



What are your project activities? Write a description of each below. Include all the necessary details. (You may need more than one worksheet.)

ACTIVITY:		
Date:	Time:	
Place:		
People involved:		
Important information to remember:		
Activity description:		



Project Timeline

Think about, then list all the things you need to do to make your project happen.

TASK	BY WHEN?	BY WHOM?





After completing your service project, take a moment to think about what you learned. Think about how you impacted your community. Answer the following questions. (Use a notebook if you need more space.)

- 1. How do you feel after completing the service project?
- 2. What did you learn? What skills did you gain?
- 3. How did the project help your community to be safer and healthier? How did the project impact your community?
- 4. What made the project a success?
- 5. What obstacles did you face? How did you overcome them?
- 6. What would you do differently next time, if anything?
- 7. How did the project connect with what you learned in school? Outside school?





- What strategy will you use to share your project (e.g., video, oral presentation)?
- What information do you need to gather to tell your project's story (e.g., data, text, photos)?
- What materials do you need to create to support your final product?
- List all the things you need to accomplish to create your final product.

TASK	BY WHEN?	BY WHOM?





YOU DID IT! YAY!

How will you celebrate your accomplishments?

W/hon:		
Where:		
What:		
How.		
vvno:		