



# **LEARNING LOCALLY, TRANSFORMING GLOBALLY**

## Student Workbook





# 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.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# Quality of Life Features

## Class List

### SDG CONNECTIONS

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

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____



# 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 prioritization.

## **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 <b>relevant</b> ? Does it show you something about the SDG and the feature you are measuring?	
Is the indicator <b>easy to understand</b> ? Do you know what it means?	
Is the indicator <b>reliable</b> ? Do you have multiple perspectives versus a singular source/perspective?	
Is your indicator <b>based on accessible data</b> ? 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 <b>quantitative</b> questions that ask how many or much?	
Do you have a variety of <b>qualitative</b> questions that ask how a person feels or thinks?	
Are your questions <b>easy to understand</b> ? Can others use them easily?	
Are your questions <b>clear and specific</b> ? Do they ask location and condition?	
Did you include a question to rate the <b>overall condition of the feature</b> ?	



# 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:** \_\_\_\_\_

**INDICATOR 1:** \_\_\_\_\_

**QUESTIONS:**

**INDICATOR 2:** \_\_\_\_\_

**QUESTIONS:**

**INDICATOR 3:** \_\_\_\_\_

**QUESTIONS:**



# 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. *Opportunities 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. Opportunities 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

# Findings and Recommendations

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

FOCUS SDG:

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



# Presentation Outline

## PROJECT INTRODUCTION/OVERVIEW:

### **FINDINGS:** *(Opportunities for change, improvement)*

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

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**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:

# Presentation Rubric

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

TEAMWORK	INFORMATION AND CONTEXT
<ul style="list-style-type: none"> <li>• All group members have a voice in project planning.</li> <li>• All group members participate meaningfully during both the project implementation and presentation.</li> <li>• Project tasks are distributed among group members and members support each other as needed to complete required tasks.</li> <li>• Group members remain respectful and supportive of one another and their contribution to the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the backstory or context of the project.</li> <li>• Explain the intended goal (the positive impact) of your project.</li> <li>• Talk about what you learned through your research, including from interviews.</li> <li>• Provide overview of project action steps.</li> <li>• Identify project challenges and solutions.</li> <li>• Communicate the outcome/status of your work and how you would recommend to take this work next.</li> </ul>
PRESENTATION DELIVERY	VISUAL AID
<ul style="list-style-type: none"> <li>• Team members engage the audience respectfully.</li> <li>• All members remain together in the presentation area and remain focused on their audience.</li> <li>• All members use appropriate eye contact and voice level.</li> <li>• All members are ready and able to answer audience questions about all aspects of the project.</li> <li>• Members reference the visual display to support their presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids are carefully planned and designed; they are eye catching and appealing.</li> <li>• Text is correctly spelled, capitalized, and punctuated.</li> <li>• Text is brief, using short sentences or bullets, not full paragraphs.</li> <li>• Images show various aspects of your project.</li> <li>• There is visual or photographic documentation and evidence of the team in action on the project.</li> <li>• Physical objects, manipulatives or interactive experiences engage the audience as they visit your booth.</li> </ul>

Adapted from: Georgia Elementary & Middle School, Georgia, VT

# Sample Self-Evaluation and Reflection Tool

TEAMWORK
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.

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.

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.

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.

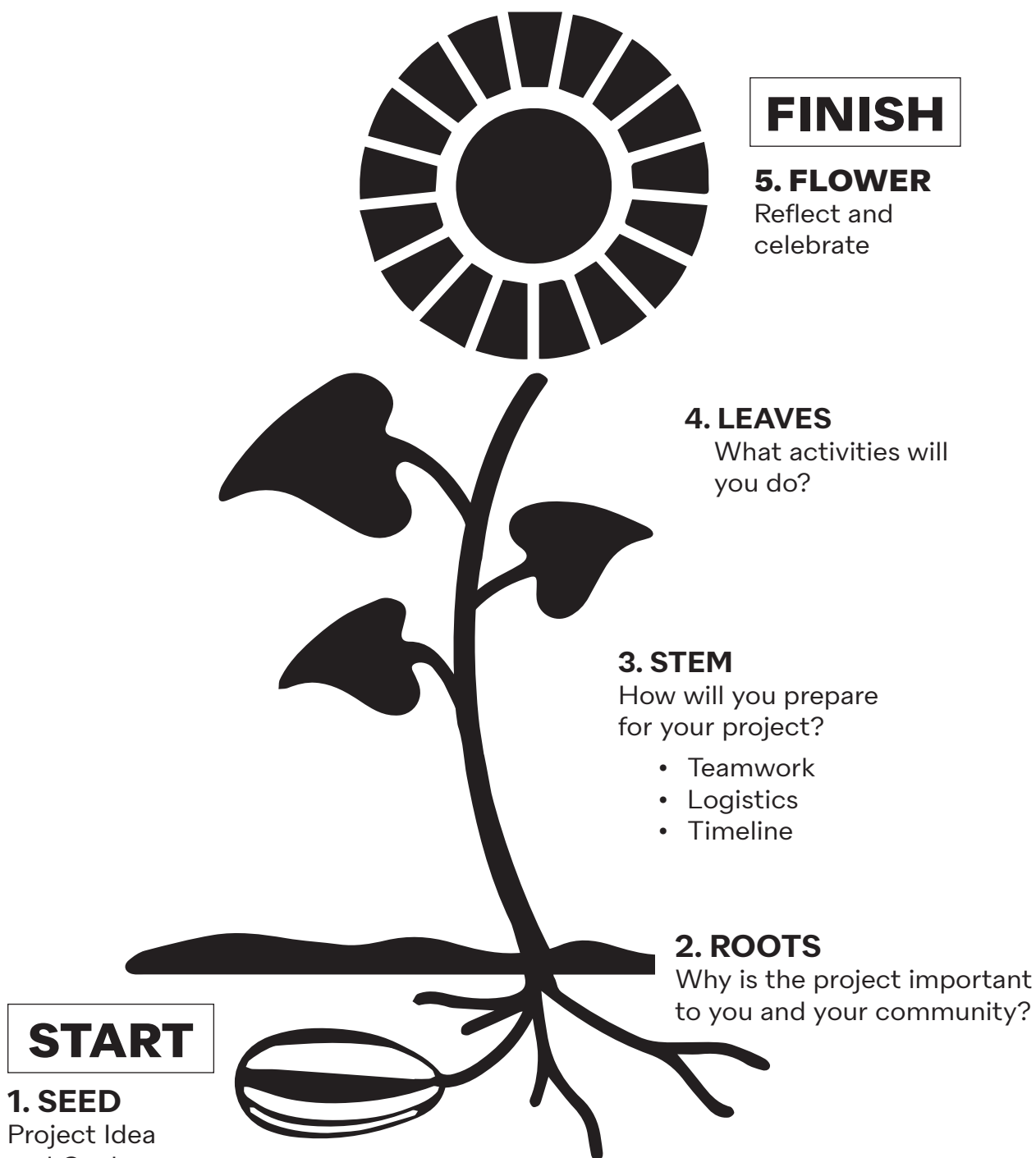
Brainstorming bubbles for project ideas:

- #1
- #2
- #3
- #4
- #5
- #6

**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?						

# Planning Your Project





## Project Idea and Goal

Project IDEA: \_\_\_\_\_

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Project GOAL: \_\_\_\_\_

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Focus SDGs: \_\_\_\_\_

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## Project Importance

Why is this project important to you? \_\_\_\_\_

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Why is this project important to the community? \_\_\_\_\_

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# Project Teamwork

How will your group make decisions? \_\_\_\_\_

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What roles will members of the group have? \_\_\_\_\_

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Teamwork goal: \_\_\_\_\_

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Signatures of every group member:

# Project Logistics

## TIME

How much time will project require for preparation: \_\_\_\_\_  
completion: \_\_\_\_\_

## BACKGROUND INFORMATION

What do you need to know before you start?

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## 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!

# Project Activities

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?





# Project Reflection

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?



# Project Storytelling Plan

- 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?



# Project Celebration

## YOU DID IT! YAY!

How will you celebrate your accomplishments? \_\_\_\_\_

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When: \_\_\_\_\_

Where: \_\_\_\_\_

What: \_\_\_\_\_

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How: \_\_\_\_\_

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Who: \_\_\_\_\_

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