



Cultivating Pathways to Sustainability

A project-based resource for learners and educators to support distance learning.



Introduction

UP for Learning and Shelburne Farms are excited to offer this tool to guide a deep dive into the UN Sustainable Development Goals (SDGs) and opportunities for local action to address them. This tool is especially useful in a virtual context or for remote learning.

FOR STUDENTS:

We've designed around three learning spheres: self, peer, and community, and a cycle of three processes: research, reflect, and act. Within each sphere, we offer you:

- Ways to get started in the research and learning phase,
- Ideas for reflection,
- Examples and ideas for action.

We hope this tool will help you connect the SDGs to your own interests and passions, deepen your relationships with your peers and community, and support you in taking positive action toward a vision of a healthy and just future.

FOR EDUCATORS:

We've curated resources to:

- Support your teaching practice and curriculum development around SDGs and sustainability issues;
- Connect you with national and international networks to affirm and deepen your Education for Sustainability practice;
- Highlight examples of how Vermont educators are integrating the SDGs into their own curriculum.

We hope you find these resources valuable as you explore connections with the UN SDGs and project-based learning.

Together we can:

END EXTREME POVERTY. FIGHT INEQUALITY AND INJUSTICE. TACKLE CLIMATE CHANGE.

With appreciation,

Jen Cirillo and Lindsey Halman



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— The Sustainable Development Goals

SELF

What goal inspires your passion
and interest?

Pick one and find out more!

RESEARCH

Look at the last page of this document and choose one of the Global Goals (SDGs) that is most important to you right now. Learn as much as you can about it. Find out what the goal means, why it is necessary, how people in your community can help, and what people are already doing to make a difference.

SOME IDEAS TO GET YOU STARTED:

1. Start with questions:

- Develop 10 questions you have about **yourself**
- Develop 10 questions you have about the **world**
- Examine at both sets of questions to see if any theme emerges or if the questions have something in common
- Connect the theme from your questions to the goal that is most similar to it.

2. **Choose the goal** that you care most about **right now**. Your priorities and curiosities may have changed during this new experience with distance learning and the COVID-19 pandemic.

3. **Learn a little more:** Visit the [Global Goals site](#) to learn more about the goals and/or watch these videos:

- [Malala introducing the The Worlds Largest Lesson](#)
- [The World's Largest Lesson, pt 2](#)
- [The World's Largest Lesson, pt 3](#)

Check out this [Informational Comic Book on the SDGs](#)

4. **Find different sources** to research your chosen goal: websites, videos, documentaries, interviews, observations, collecting data, etc. *Remember research does not just include searching on Google.*

REFLECT

There are SO many ways to reflect on your learning. Reflection — either daily or weekly — is as important as your research because capturing your thoughts and feelings can lead to new questions!

SOME WAYS TO CAPTURE YOUR REFLECTION:

- **Keep a journal:** This can be handwritten or typed in a Google Doc, Google Slides, etc.
- **Draw:** What images or ideas are really important to you? Capture these in drawings or some other form of visual art (collage, painting, photography, etc.)
- **Create an audio or video (vlog):** Use a tool like voice memos or another app to capture your thoughts and feelings as you dive into your research.

Think of your own **creative** way to capture your reflection!

POSSIBLE REFLECTION PROMPTS:

- As you research, what is something that has surprised you? Inspired you?
- What has felt most important to you today/this week? Why?
- What are the important lessons that you want to remember from your research that you could share with a younger peer or sibling?
- What new questions do you have about your topic? This will lead you to your next stage of research?

ACTION

Now it is time to take some action, what is one thing you can do now to create change in your community?

EXAMPLES:

- Youth at Burke Town School focusing on **Goal 3: Good Health and Well Being** have been sewing masks for members of their community.
- Youth across the state have started seeds indoors for vegetables and herbs that you can grow this summer to feed your family and community.
- UP for Learning's Youth Advisory Council concerned with **Goal 3** have created a [survey](#) to connect youth across VT.
- [littlexlittle](#): How to Save the World in Six Seconds - this might give you some ideas to spark your action steps.

REFLECT

As you work on your action plan/project continue to document your work (see reflection ideas above).

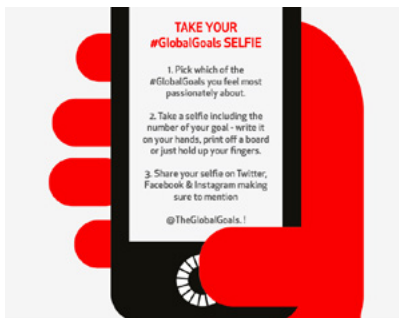
POSSIBLE REFLECTION PROMPTS:

- What has been successful about your action plan/project?
- What has been hard? What support do you need to move forward?
- How has this project helped you understand your SDG even better?
- What is next for you? What are you inspired to do next?

EXTENSION IDEAS:



Play the [Global Goals Game](#) - Get creative! Turn this board game into a virtual game and share it with others!



[SHARE A SELFIE](#) to tell everyone about the #GlobalGoals and show which goal you care most about.



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PEERS

Who else is working on learning
about a similar goal?

There is power in numbers!

RESEARCH

Connect with a group of peers who have chosen the same Global Goals (SDGs). Find out what the goal means to each member of the group, why it is necessary, how people in your community can help, and what people are already doing to make a difference. Share your questions and ideas with each other. This will lead to even deeper learning!

SOME IDEAS:

- Create a peer group that can “meet” virtually once a week (Hangout, Zoom, FaceTime, etc.).
- Share your research with one another.
- What questions did you start with? What have you discovered?
- What have you done with the research?
- Create a shared Google Doc or some other tool to capture your group's shared research and questions.
- Want some group inspiration? [Check out these stories.](#)



EXTENSION IDEA

Play the [Global Goals Game](#). Get creative! Turn this board game into a virtual game and share it with others!

REFLECT

There are so many ways to reflect on your learning! Reflection is as important as research because capturing your thoughts and feelings can lead to new questions! Have a group platform for reflection to keep the group moving forward on its action steps.

A FEW VIRTUAL TOOLS FOR CAPTURING GROUP REFLECTION:

- **Flipgrid** allows a project group to have discussions, and share or present information. Each grid is like a message board where facilitators pose questions, called “topics,” and participants can post video responses that appear in a tiled grid display. You can view or add video, text, and resources at any time.
- **Padlet** is a web-based tool for collaboration and discussions that can be useful when you are presenting or sharing information.
- **A shared Google Doc** gives each group member a shared place to write a short reflection. The group can see each other’s thinking and support one another.

*Here is a [Resource](#) with more information about each of these tools

ACTION

Now it is time to take some collective action! What is something your group can do now to create change in your community?

IDEAS TO GET YOU STARTED:

- Share your stories from your individual actions with your group. What was successful? What was hard to accomplish?
- Brainstorm: how can your group work together to create collective action?
- Create an action plan: assign tasks to members of the group and dates to have them completed.

Need more inspiration? Check out these [stories](#).

REFLECT

As you work on your action plan/project continue to document your group’s work (see reflection ideas above). Consider creating a group website (ex. Google Site) to document your research and action.

POSSIBLE REFLECTION PROMPTS:

- What has been successful about your action plan/project?
- What has been hard? What support do you need to move forward?
- Who in the community (community partner) might you need to connect with in order to learn more?
- How has this project helped you understand your SDG even better?
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COMMUNITY

Your neighborhood, zip code,
state, country, even world!

Seek out community partners!

RESEARCH

WHO IS A COMMUNITY PARTNER?

A community partner can be a nonprofit organization, public agency, government office, business, artist, scientist, volunteer, etc., that can help assist you in learning more about your topic and achieving your project goals.

DEVELOPING A COMMUNITY PARTNER

- 1. Research:** Think about your project goals. Who in the community can you partner with to achieve these goals? Do some research and try to find a few options for partnership.
- 2. Reach out:** Here is a [template for writing an email](#) to a potential community partner that you can use as a guide.
- 3. Interview:** once you connect with your partner, take some time to learn more about their work.
- 4. Determine** how your group can work with this partner to achieve your project goals. How often will you meet (virtually)? How will you keep in touch?

REFLECT

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NEED SOME INSPIRATION? START WITH THESE:

- [One Young World](#)
- [UN Young Champions 1](#)
- [UN Young Champions 2](#)

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SELF: Educator Resources to Support Teaching Practice and Curriculum Development



[Sustainable Development Goals Knowledge Platform & Project Based Learning Connections](#)

This United Nations website has all the information you need to know about the Sustainable Development Goals, including graphics to make your own SDG playing cards. You'll also find: [SDG targets](#) to help you set local actions with students [SDG Tracker](#) to track globally how we're doing on each goal [ESRI SDG tools](#) to collect, analyze and share data locally

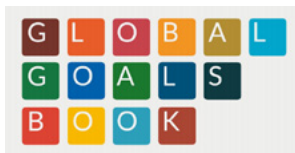


[A Sustainable Development Goals Primer](#) from Manitoba, Canada. The Primer goes in depth on each goal and includes learning objectives, curriculum connections and driving questions.



[Worlds Largest Lesson](#)

Free and open source lessons on all of the Sustainable Development Goals.



[Global Goals Book and Free Curriculum](#)

From Innovation Lab Schools "new curriculum based on the SDGs with a strong connection to STEAM (Science Technology Engineering Arts and Math). To meet the *Roots and Shoots* philosophy, we divided the SDGs in three pillars: human, animal and environment. The curriculum was developed in close collaboration with the [TeachSDGs](#) community."



[Teach SDGs resources](#)

A curated list of videos, projects and teacher resources on the SDGs

ESD Innovate

Education for Sustainable Development International Learning Collaborative

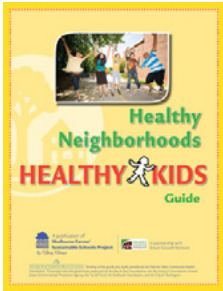
[ESD Innovate Resources](#)

International resources for educators on education for sustainable development.



[Community Engagement and Dialogue Resource](#)

From [UP for Learning](#), Ideas to Support Remote Community Engagement. Find other amazing resources to support student engagement and youth-adult partnerships.



[Healthy Neighborhoods/Healthy Kids](#)

From Shelburne Farms, this guide was created by and for teachers and students to engage in improving the quality of life in neighborhoods. Resource linking Healthy Neighborhoods Guide to the SDGs coming soon!

PEER & COMMUNITY: Networks to Affirm and Deepen Your Education for Sustainability (EFS) Practice:



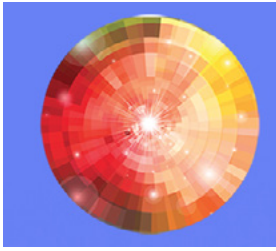
[#TeachSDGs and Ambassadors Program](#)

A global movement working to realize the SDGs. Join the [Ambassadors program](#)! From the website: “To help reach our goal of actively supporting and enhancing the work of the United Nations’ efforts within K-12 classrooms, our TeachSDGs organization contributes to the 2030 Agenda...” Questions on the #TeachSDGs movement or inquiries on partnering? Please email Jennifer Williams at jenwilliamsedu@gmail.com



[Project Drawdown Teachers Network](#)

Focused on climate change solutions, including Goal 13
From the website: “The Project Drawdown Teachers Network is an online community of connected educators who are teaching climate solutions in K-12 schools, colleges and universities using Project Drawdown’s research and analysis as a resource. If you are a classroom teacher in any discipline, and you are using or considering using Drawdown in your curriculum or course, you are invited to connect, share, and collaborate with other professional educators. Learn more by downloading our *Getting Started Guide (PDF)*.”



[Online Global Forum on Education for Sustainable Development for Teacher Educators](#)

From the website: *"The Online Global Forum on Education for Sustainable Development for Teacher Educators is specifically designed to meet the need for continuing professional development of teacher educators who work with pre-service and in-service teachers of primary and secondary schools. This online forum brings together voices from the Global South with voices from the Global North to discuss current educational topics and major threats to global sustainability as well as education's role in achieving the global Sustainable Development Goals (SDGs)."*

Vermont Developed & Focused Classroom Resources:

[SDG Academy](#), developed by Kyle Chadburn, teacher at Orleans Elementary School. Please note this is a draft and hasn't been implemented with students yet. It will be an enrichment tool for an intervention block. Forthcoming are essential articles at differentiated levels of reading to ensure equitable entrance points for all students.

[Green Team](#), developed by Don Taylor, teacher at Main Street Middle School for students to engage in learning on environmental issues and sustainable development goals.

[Padlet for Deepening Project Based Learning with Global Connections](#), developed by Katy Farber, author and Professional Development Coordinator at UVM/Tarrant Institute

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



SUSTAINABLE DEVELOPMENT GOALS