

SDG

INNOVATORS

MISSION:

Solve the SDGs. Join the global movement to end hunger, poverty and achieve gender equality to make our world sustainable. While the SDGs might seem complex and complicated, by finding ways to make our home, school and daily life more sustainable we are taking action on the SDGs.

This toolkit will help you identify an SDG that you are passionate about, connect with others in your community and school who share similar passions, and stretch your creativity to the limit.

Problems are best solved by the people who know the most about them and are directly impacted by them. By putting our SDG googles on we can observe the world around us and identify areas of need which must be addressed in order to solve the SDGs.

As a team you will identify a need connected to the SDGs in your home, school or community. Learning as much as you can about this authentic need you will interview and observe the need up close. If you wish to take action on needs in our community, partnering with like-minded organisations will be beneficial to this process.

After identifying a clear, specific and solvable need connected to an SDG, you will have the opportunity to have an SDG Mentor who is also passionate about solving this need.

Staying focused on this need is important. As we learn more about it through interviews and observations our approach to solving it may change. Testing prototypes and refining them through user feedback is part of this process. As we begin to make progress on SDG needs we will scale our solutions and collaborate with community members to address them in different environments and contexts.

ROLES

SDG GROUP

The purpose of the SDG group is to connect you with like-minded students and together, you will identify an area of need related to your SDG and take action.

SDG TEACHER

Your SDG teacher will help guide your group through the process and is a valuable source of information.

SDG MENTOR:

Your mentor will help you reflect on your progress through the SDG Innovation process. Each mentor has expertise and passion for a specific SDG and has implemented solutions to make their community more sustainable.

YOU

Throughout this process you will identify and learn about your passions, develop new skills and build relationships with students and community members who share similar values and are interested taking action on local needs. You are an essential part of solving the SDGs.

COMMUNITY THAT **FOSTERS** YOUTH INNOVATION

Connect with like-minded peers committed to taking action on SDGs within school community
Create a culture that celebrates student initiated SDG Innovation
Connect students with community experts and engage in community initiatives
Develop relationships with expert and student mentors to instill resilience and persevere in adversity

CAPABILITIES

Creativity
Interests
Talents
Abilities
Character

SDG INNOVATION PROCESS

CAPACITIES DEVELOPED

Innovation Mindset
Identify passions and talents
Consider and weigh ethical/environmental/social impacts of an issue
Ability to preserve in adversity
Storytelling
Build capacities in themselves and others to lead and transform community
Global Citizenship

DEVELOP SKILLS AND MINDSET THAT CULTIVATE SDG INNOVATION

Transformative dialogue that allow youth to rethink society
Reflection on examples of youth SDG Innovations
Practice observation and identify authentic needs related to SDGs
Develop innovations through research, interviews and empathy for all impacted
Garner support for initiatives in school community
Encourage and develop capacities for leadership in peers and others

EXPLORE AN SDG

CHANGE STARTS WITH YOU

Reflect on your daily habits. What could you change to act on your SDG?

IDENTIFY A NEED

Overview: In this section you will explore needs in your SDG. We all have different talents, experiences and passions and these can guide us to help us identify the right need to solve. After we identify the right need we will develop prototypes or possible solutions which will evolve over time so we best address the need.

Your team will analyze needs in your home, school and local community. Based on your SDG Reflections where you observed an area of school with your SDG in mind, share your findings with your group.

In this section your team will find a specific need to act on. Deciding where to start is important but our first steps should be in an environment we are familiar with as it is important to have full understandings of a problem before we begin solving them.

MAP NEEDS: CREATE A MIND MAP

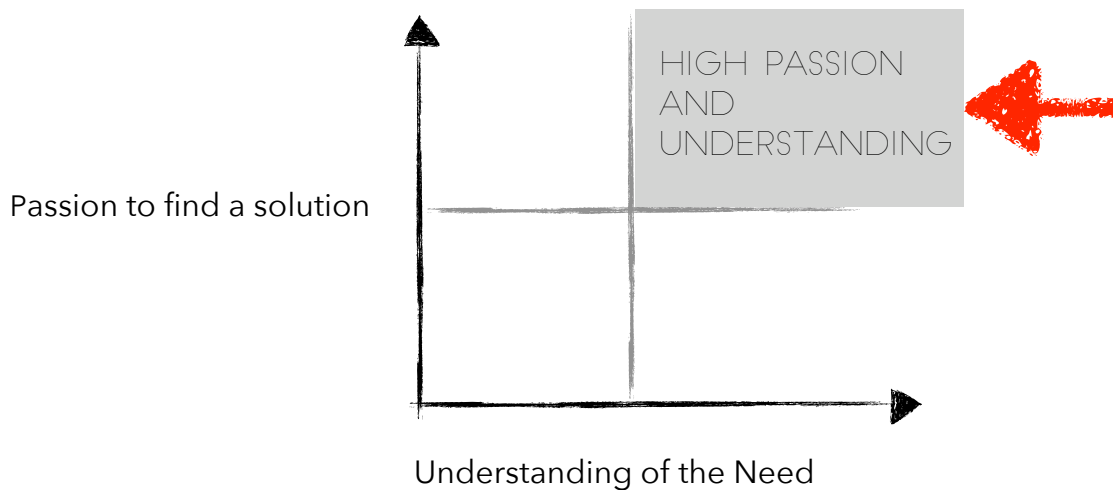
Brainstorm needs connected to your SDG. Reflect on the **SDG Areas of Interest** and the responses to your **SDG Reflections**. Identify needs connected to your SDG in your home, school and community.

ANALYSE YOUR SDG REFLECTIONS AND CREATE A MIND MAP OF NEEDS IN YOUR HOME, SCHOOL, OR LOCAL COMMUNITY CONNECTED TO YOUR SDG (YOU MAY DO THIS ON POSTER PAPER IF NEEDED):



THE BEST PEOPLE TO SOLVE A NEED

The hardest part of the SDG innovation process is to **identify the right need to solve**. People close to a need have **a deep understanding of the need**. Individuals who are **close to a need** are directly impacted by it. If we try to address needs that we don't fully understand it can be hard to find real solutions that address the need. Innovating and implementing solutions for any problem requires passion to overcome obstacles in order to persevere to keep refining and learning more to find a solution.



The best people to solve a need are:

INDIVIDUALS WHO ARE CLOSE TO THE NEED

HAVE A DEEP UNDERSTANDING OF THE NEED

ARE PASSIONATE ABOUT SOLVING THE NEED

Those who are directly impacted by a need on a daily basis are close to a need. If we are not directly impacted by a need it does not mean we cannot solve it. However, we will need to collaborate and interview individuals who are close to the problem we are passionate about solving.

Answer the reflection questions below

Who are the best people to solve a need?

How can we deepen our understanding of a need?

Why is having passion to solve a need important?

What are some potential pitfalls with trying to solve a need that we do not know much about?

WHERE SHOULD YOU START?

Reflect on your SDG area of interest. In some instances we will be able to take local action at home or in our school. In other instances, where the problem is outside of your home or school you will need to learn more about the local context by partnering with like-minded organisations. As SDG Innovators we want to solve needs that we can fully understand.

SOME SDGS THAT CAN BE ADDRESSED AT HOME OR SCHOOL MIGHT INCLUDE:

Gender Equality- Girls don't play sport as often as boys, lack of books with female superhero

Zero Hunger- Food waste is a problem at school

Peace Justice and Strong Institutions- students have trouble with peer conflict

Responsible Consumption- the cafe or cafeteria uses excess packaging with food

Quality Education- students do not have opportunities to pursue interests (dance/poetry/etc)

End Poverty- education about emergency response plans to fire or earthquake

STARTING AT HOME OR SCHOOL

For needs addressed in our immediate community (school or home) we learn more about the problem, identify a successful innovation to address the need and implement it. Later we will **collaborate** with **partners** in new communities to see how we can address similar needs in a new context.

When starting out as SDG innovators, we want to start with problems we understand, have easy access to those close to the problem and are able to receive feedback on our solution. If we want to empower disadvantaged women we should first start having these conversations with individuals in our home or school and after experiencing success in targeting stereotypes or eliminating barriers here, then we can learn how we can collaborate with others to address gender inequality in other communities.

STARTING IN THE COMMUNITY

In some instances it might not be possible to act on your SDG need at home or school and your team will learn more about the problem through research, observations and interviews. Collaborate with organisations in our community is important as we will need viewpoints from many different stakeholders.

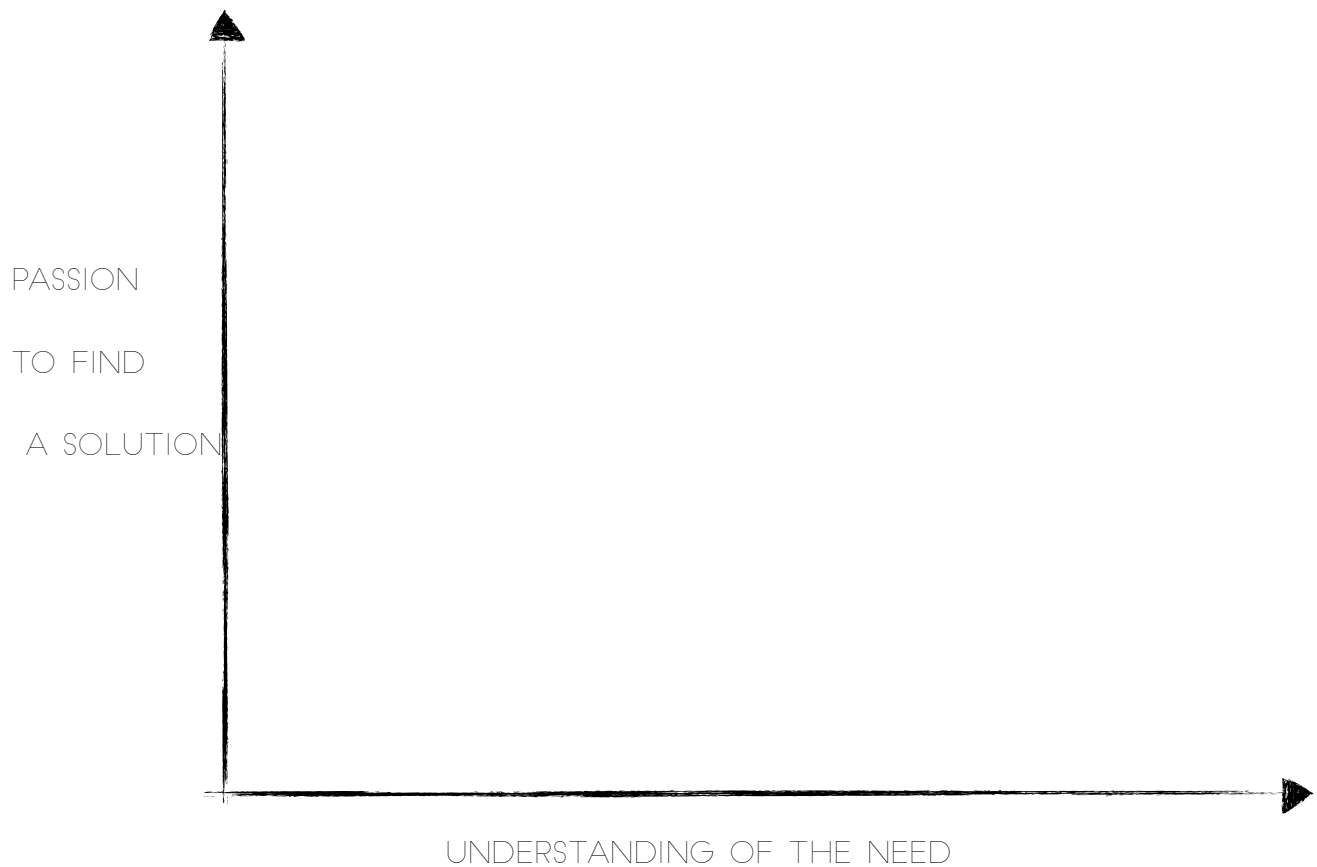
Finding a community partner may sound difficult but you might find it interesting to learn about the SDG innovations that are tackling needs in our community and finding how you can use your strengths, talents or resources to help support their initiative.

Clean Water- investigating and partnering with an organisations providing water to underserved populations

Life Below the Water- implementing a solution created by an organisation to remove pollutants from local sources of freshwater

IDENTIFYING A NEED

1. REVIEW THE MIND MAP AND. PLOT THE NEEDS YOUR TEAM IDENTIFIED BASED ON YOUR UNDERSTANDING AND PASSION



EVALUATE THE NEEDS YOUR TEAM IDENTIFIED BASED ON THE FOLLOWING CRITERIA:

1. passionate about solving
2. understanding of the need
3. your team is close to this need
4. the need is specific

2. WHICH NEED BEST MEETS THESE CRITERIA?

3. WHO IS CLOSEST TO THIS NEED?

4. WHY IS IT IMPORTANT TO SOLVE THIS NEED?

SAMPLE PROJECTS

You can find fun ways to challenge yourself and your community to build empathy, become more sustainable or develop new abilities which take action on the SDGs.

EXAMPLE: SNAP CHALLENGE

NEED: DEVELOP EMPATHY FOR FOOD INSECURE FAMILIES

WHAT HAPPENED?

Mario Batali, a Chef in America, was trying to help food-insecure households who use SNAP, a food program through the government. Because most Americans do not use SNAP to feed their families, it is difficult for many to understand what living on SNAP means. He challenged himself and his family to only eat foods that could be purchased with SNAP funds, or about \$38 per week. His challenge caught on and even celebrities like Gwyneth Paltrow tried it. Lawmakers even challenged each other to the SNAP challenge and this experience encouraged some to advocate against cuts to the program.

THE CHALLENGE: Participants only eat the amount of food allowed by SNAP.

THE RESULT: People who do not live in poverty understand the obstacles and limitations that families who use SNAP must overcome to feed their families. It was shared all across America and over 10,000 individuals tried it.

More information:

<http://frac.org/wp-content/uploads/take-action-snap-challenge-toolkit.pdf>

EXAMPLE: BAN PLASTIC BAGS

NEED: WE USE TOO MANY PLASTIC BAGS

WHAT HAPPENED?

Bye Bye Plastic Bags is a social initiative driven by children, driven by the youth to get the people of Bali to say no to plastic bags. Founders and sisters, Melati (15) and Isabel (13) Wijsen started Bye Bye Plastic Bags 3 years ago. They went home that day and thought "What can we do as children living in Bali, what can we do NOW."

THE RESULT: Bye Bye Plastic Bags was born in 2013 and now has a volunteer team of 25-30 students from all schools around Bali, local and international. And has become a well known international movement of inspiration, youth empowerment, and of course, saying no to plastic bags

MENTOR QUESTIONS::

Can you tell me about the need you identified?

Why is this need important to solve?

Why did your team choose this particular need?

What experience or prior knowledge do you have with this need?

How does this need connect to your SDG?

Who are individuals you should interview to learn more about this need?

What do you need to learn in order to solve this need?

What are some organisations in our community who are working in this area?

EMPATHISE

UNDERSTAND

OVERVIEW

In this stage you will learn about the need by empathising and deepening your understanding of it. Remember the need you identified is important. This need exists because no one has figured out a solution yet. In some cases, the need might be very important to solve but part of the problem could be many do not realise the need is real. You might have to begin with educating those closest to the problem so they can begin to see it. First we empathise with those who are closely impacted by it, and gather the information required to develop a solution.

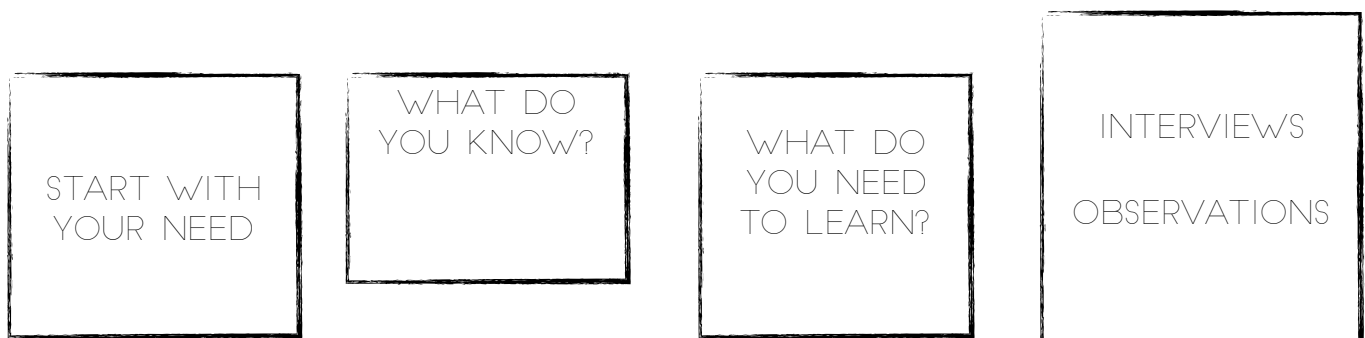
Users: the individuals who are most impacted by this need and face it on a daily basis

Stakeholders: individuals who are also impacted by this need but in a different capacity

Some teams may be taking action on needs within school while others might be collaborating with organisations in the community.

We empathise with those closest to the need through interviews and observations. Depending on the context of the need your team is committed to solving, you may be interviewing students in your school or perhaps individuals in the community.

STEPS



Mentor Notes:

After students identify a solvable targeted need and interview their users, they innovate a solution. The role of the mentor is to help students reflect on the feedback they received through interviews and observations and how they embedded this into the solution. Encouraging students to reflect on their solution and predict how it will make an impact on the need they identified is also important.

Sometimes students might conclude that the innovation they created might need refinement to be purposeful in terms of the problem they are solving.

MENTOR QUESTIONS::

Can you tell me about the need you identified?

Why is this need important to solve?

After interviewing your user, how do they view this need? Do they think it's important to solve? Why or why not?

How did you use user feedback to develop a solution?

How do you predict this solution will make an impact on the problem you identified?

How does this solution connect to an SDG?

How does this solution allow your team to draw from your strengths?

What needs to happen to implement this solution?

How will you divide up responsibilities?

WHO IS CLOSEST TO YOUR NEED?

EXAMPLE: ZERO HUNGER

Need: Food waste at lunch in middle school.

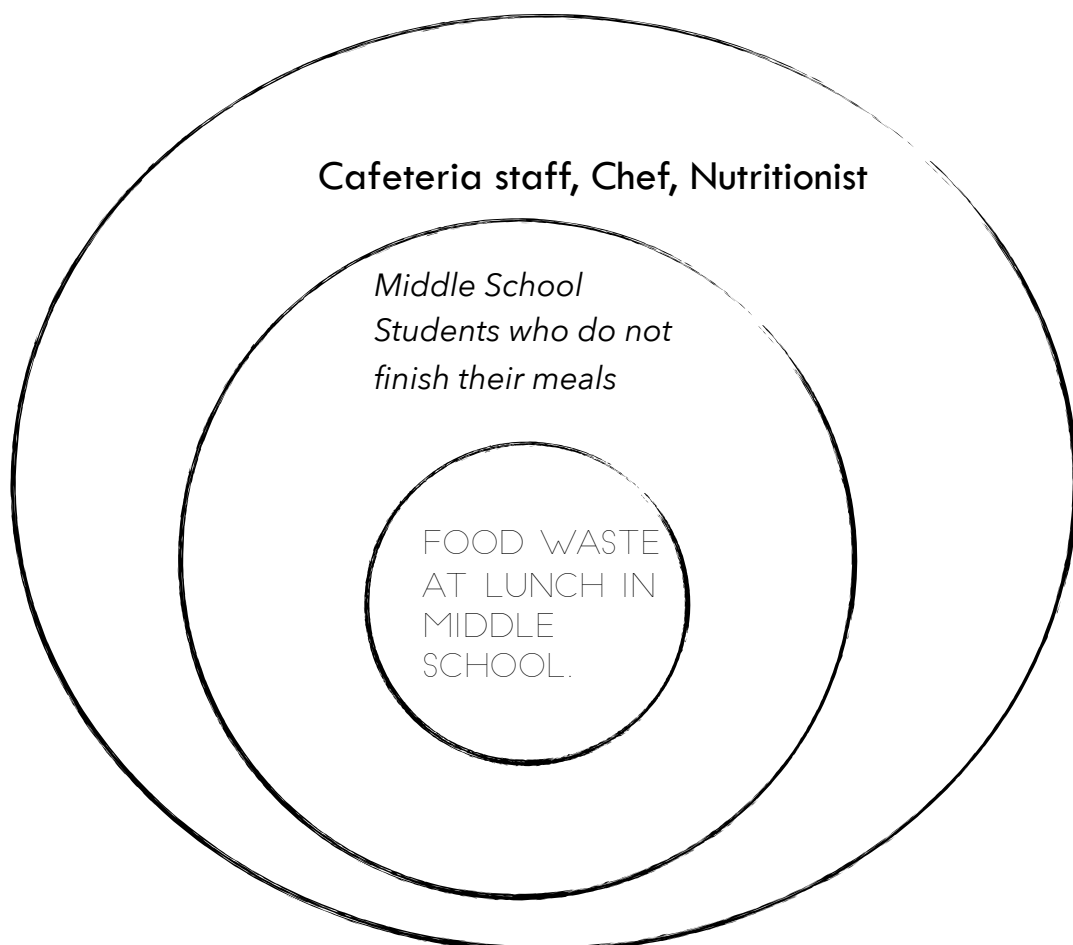
A team working on the SDG Zero Hunger found that food waste is a global problem and over 1/3 of all our food is wasted. They observed students at their school and found that Middle School students often throw away uneaten food. They will gather more information to find a solution to meet this need and reduce the amount of food wasted. Before they start they will empathise and observe users and stakeholders.

1. IDENTIFY USERS:

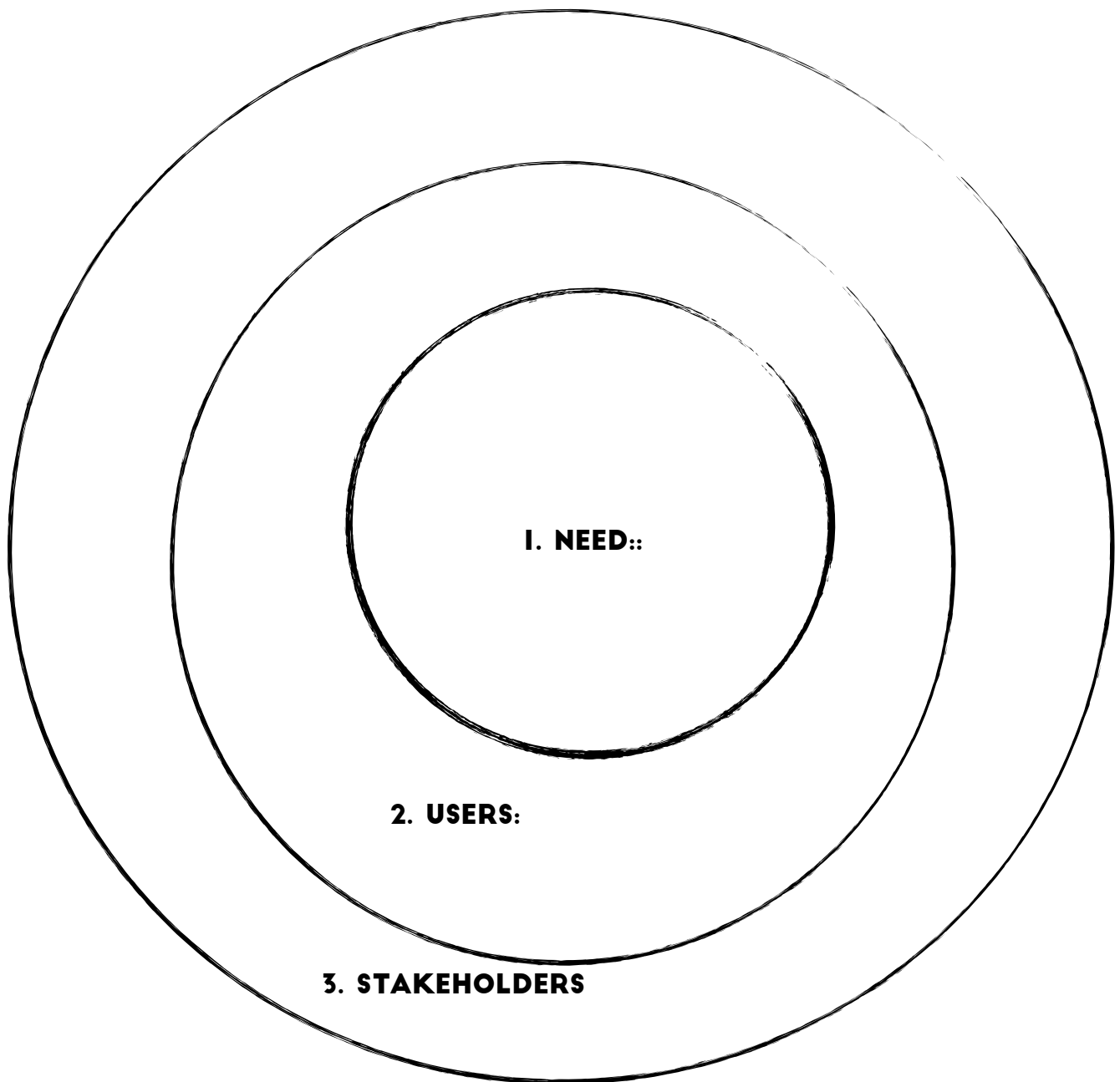
Who is closest to this need?

Middle School Students who do not finish their meals

2. LIST STAKEHOLDERS



WHO IS CLOSEST TO YOUR NEED?



DIRECTIONS: STARTING IN THE CENTER, WRITE DOWN YOUR NEED.

1. Write your need in the center.
2. Identify the individuals who are directly impacted by this need on a daily basis. These are your Users.
3. List the individuals who are involved with this need, but, they might have different roles. These are your Stakeholders.

WHAT DO WE KNOW ABOUT THIS NEED?

DIRECTIONS

1. Reflect on what you know about this need. How big is this problem?
2. What are the reasons behind this problem?
3. What information should you learn from your users?
4. What information should you learn from your stakeholders?

If you need help, you can use the Empathise Activities to help Inspire you included in the Resources

USER INTERVIEWS

STEP I. EMPATHISE AND BUILD UNDERSTANDING WITH YOUR USERS

By interviewing your users you may:

DISCOVER BELIEFS ABOUT SDGS

LEARN ABOUT THEIR VALUES

EMPATHISE WITH THEIR DAILY EXPERIENCES

UNDERSTAND THEIR VIEWS AND OPINION ABOUT THIS NEED

IDENTIFY INTERESTS AND PASSIONS

DEEPEN YOUR UNDERSTANDING OF THIS NEED

First you will create questions to help you learn about your user.

Then develop questions to see the problem from your user's perspective.

Finally, you will interview your user and write their responses in the next two pages.

INTRODUCTIONS: LEARN ABOUT YOUR USER

STEP 1. Learn about their day. (4 mins) Write questions that help you learn about their normal day.



USE THIS SPACE TO WRITE YOUR USER'S RESPONSE

STEP 2. Learn their understanding of the problem. Write questions that will help you empathise with your user and see the problem from their point of view.



USE THIS SPACE TO WRITE YOUR USER'S RESPONSE

INNOVATE A SOLUTION

Overview:

Using feedback from interviews with our users, evaluating our team's strengths, and identifying resources we have available we can develop **prototypes**, or possible solutions. Getting **feedback** from users and stakeholders during this process is important to ensure we are meeting their needs or **limitations** as well.

| | | |
|------------------------------------------|---------------------------------|---------------------|
| WHAT NEED ARE YOU SOLVING? | | |
| HOW DOES YOUR USER FEEL ABOUT THIS NEED? | WHAT IS IMPORTANT TO YOUR USER? | RESOURCES AVAILABLE |
| | | |
| LIMITATIONS | | TEAM STRENGTHS |
| | | |

DEVELOP PROTOTYPES- BRAINSTORM SOLUTIONS

PROTOTYPE 1

PROTOTYPE 2

PROTOTYPE 3

USER FEEDBACK ON PROTOTYPES

WHAT ARE YOUR USER'S SUGGESTIONS?

PROTOTYPE 1

PROTOTYPE 2

PROTOTYPE 3

NOW. GET FEEDBACK FROM STAKEHOLDERS.

BASED ON YOUR USER AND STAKEHOLDER FEEDBACK ON YOUR INITIAL PROTOTYPES. develop a solution to best address the need, keep your limitations, resources and team strengths in mind as well. First time innovators, Keep work doable in a 1-2 week period.

PREDICT THE IMPACT THIS SOLUTION WILL HAVE ON YOUR NEED?

IDENTIFY ANY POTENTIAL OBSTACLES YOU MAY FACE?

WHAT RESOURCES WILL YOU NEED?

Mentor Notes:

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How does this solution connect to an SDG?

How does this solution allow your team to draw from your strengths?

SDG PROJECT PLAN

CONGRATULATIONS! YOU ARE READY TO START PLANNING.

The best solutions are created after a series of implementations, refinements and modifications. The problems and needs associated with the SDGs are quite complex and they won't be solved overnight. But finding real solutions that tackle authentic needs connected to the SDGs and then modifying those successful innovations to fit new environments will help us solve them.

WHAT IS YOUR SDG PROJECT? (1 SENTENCE..THIS WILL BE YOUR MISSION.)

WHAT RESOURCES WILL YOU NEED?

WHERE WILL THIS HAPPEN?

WHO DO YOU NEED PERMISSION FROM?

| Team Member | Role |
|-------------|------|
| | |
| | |
| | |
| | |
| | |

DIVIDE RESPONSIBILITIES AMONG TEAM MEMBERS

SDG INNOVATORS

TIME LINE: 1-2 WEEKS

REFLECTION QUESTIONS AFTER PROJECT:

WHAT HAPPENED?

HOW DID THIS PROJECT ADDRESS THIS NEED?

Mentor Questions

What was successful about this project?

What feedback did you receive from your users?

How could we modify this to better address the need you identified?

How is this need being addressed in other communities (local, global)?

What skills are you developing in this process?