

SDG

INNOVATORS

A TOOLKIT FOR STUDENTS TO TAKE ACTION ON THE SDGS

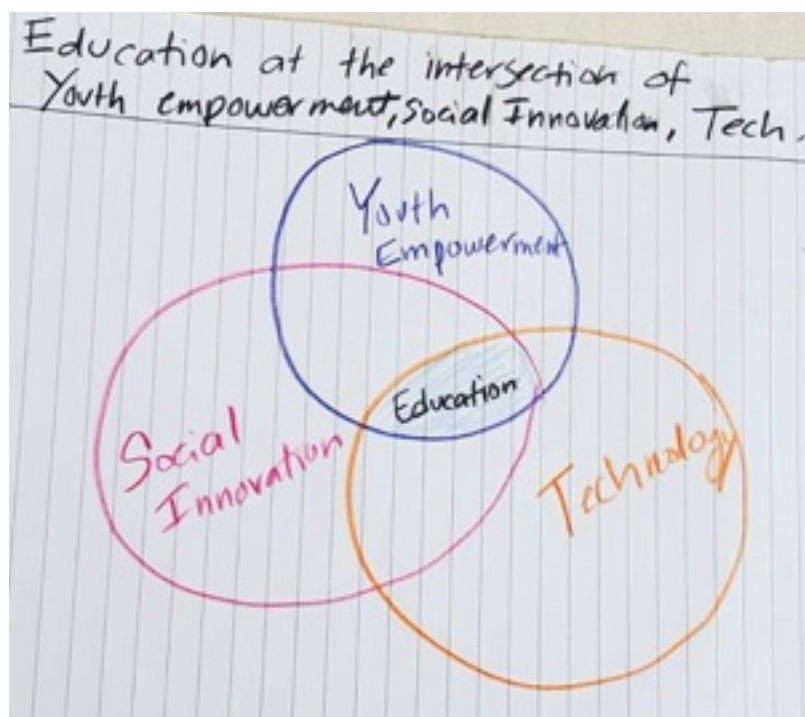
MISSION:

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. 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.



VISION EMPOWER AND INSPIRE
EMPATHETIC YOUTH TO CO-
DESIGN GLOBALLY SCALABLE
SOLUTIONS TO LOCAL
PROBLEMS

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

OVERVIEW In this stage you will learn more about your SDG and imagine what the future might hold if we were able to fully achieve your global goal. After completing these activities with your group, you will further reflect on your SDG and learn about specific Action Areas within each SDG which UN Members agreed to act on.

REFLECTION QUESTIONS:

WHY DID YOU SELECT THIS SDG?

WHY IS IT IMPORTANT TO SOLVE?

WHAT ARE SOME PROBLEMS IN YOUR LOCAL COMMUNITY?

Now go to the SDG Reflections and Action Areas Booklet. Answer the questions listed for your SDG. Then in the next lesson you will use this information to find team members who share similar passions connected to this SDG.

BUILD YOUR TEAM

OVERVIEW

After exploring Action Areas within an SDG, you will identify specific changes that you would like to see. Then, build teams of individuals who are like-minded around these specific changes, and share similar passions to make our community more sustainable.

Your team will later identify specific needs connected to these shared passions to take action on.

“NEVER DOUBT
THAT A SMALL
GROUP OF
THOUGHTFUL,
COMMITTED,
CITIZENS CAN
CHANGE THE
WORLD. INDEED,
IT IS THE ONLY
THING THAT
EVER HAS.”

**MARGARET
MEAD**



ACTIVITY 1: **IMAGINE IT'S 2030**

Resources:

Five (5) post-it notes per person and pen

A window or whiteboard

Two (2) volunteers to sort the responses

1. Imagine: The year is 2030 and we solved the global goals!!!
2. With your SDG in mind, identify specific changes in behaviour or mindsets which helped achieve this. Write one specific change on each post-it.
3. When you are finished, stick your post-its on the window or whiteboard. After everyone has written their responses and stuck it on the window or whiteboard, read the responses from the group.
4. Now volunteers can sort through the responses and cluster like responses together and move post-it notes with similar ideas closer to each other.

ACTIVITY 2: **DIG DEEPER, WHAT NEEDS TO HAPPEN?**

After sorting all of the responses into like-clusters choose a pile of responses that you most strongly believe need to happen.

REFLECTION QUESTIONS:

With the responses and identified changes in mind, answer the following questions.

What do you hope to see in your local community?

What changes could happen in your school?

What changes do you believe you can make?

NOW SHARE YOUR RESPONSES WITH YOUR SMALL GROUP.
CREATE A SHARED VISION STATEMENT FOR THIS SDG TEAM.

We believe in _____(SDG).

We hope to see:

We can do this by: (list the changes that your team listed)

YOUR TEAM'S INNOVATION TOOL, FILL OUT THE STRENGTH INVENTORY FOR YOURSELF, THEN IDENTIFY YOUR TEAM'S STRENGTHS TO FILL YOUR SDG INNOVATION TOOLBOX

WHAT ACTIVITIES DO I ENJOY?

WHAT DO I ENJOY LEARNING ABOUT?

WHAT SKILLS AM I ABLE TO SHARE AND TEACH OTHERS?

WHAT DO I LIKE TO DO WHEN I HAVE FREE TIME?

I WISH I COULD SPEND THE WHOLE DAY DOING _____.

WHAT TECHNOLOGY SKILLS DO I HAVE?

WHAT COMMUNICATION SKILLS AM I STRONG IN?

HOW WELL DO I ORGANISE MY TIME?

HOW DO I ENCOURAGE OTHERS TO SHARE IDEAS?

NOW SHARE RESPONSES IN YOUR GROUP

ALL OF US ARE SMARTER THAN ANY OF US! LIST YOUR TEAM MEMBERS BELOW AND IDENTIFY DOWN SPECIFIC STRENGTHS AND SKILLS.

TEAM MEMBER 1:

SKILLS. ABILITIES. STRENGTHS

TEAM MEMBER 2:

SKILLS. ABILITIES. STRENGTHS

TEAM MEMBER 3:

SKILLS. ABILITIES. STRENGTHS

TEAM MEMBER 4:

SKILLS. ABILITIES. STRENGTHS

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

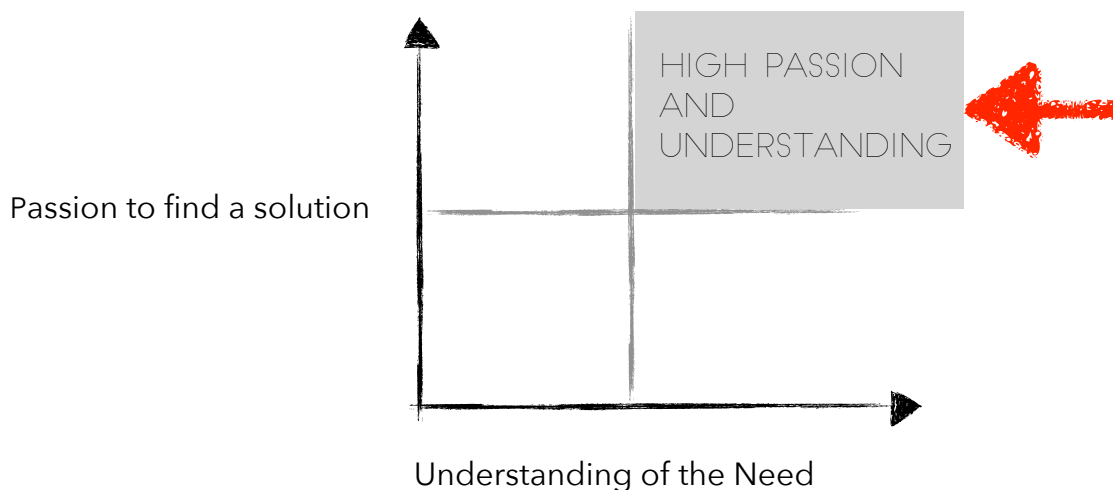
Brainstorm needs connected to your SDG. Reflect on the **SDG Areas of Interest** and the responses to your **SDG Reflections**. Identify needs connected to your SDG in your home, school and community.

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.

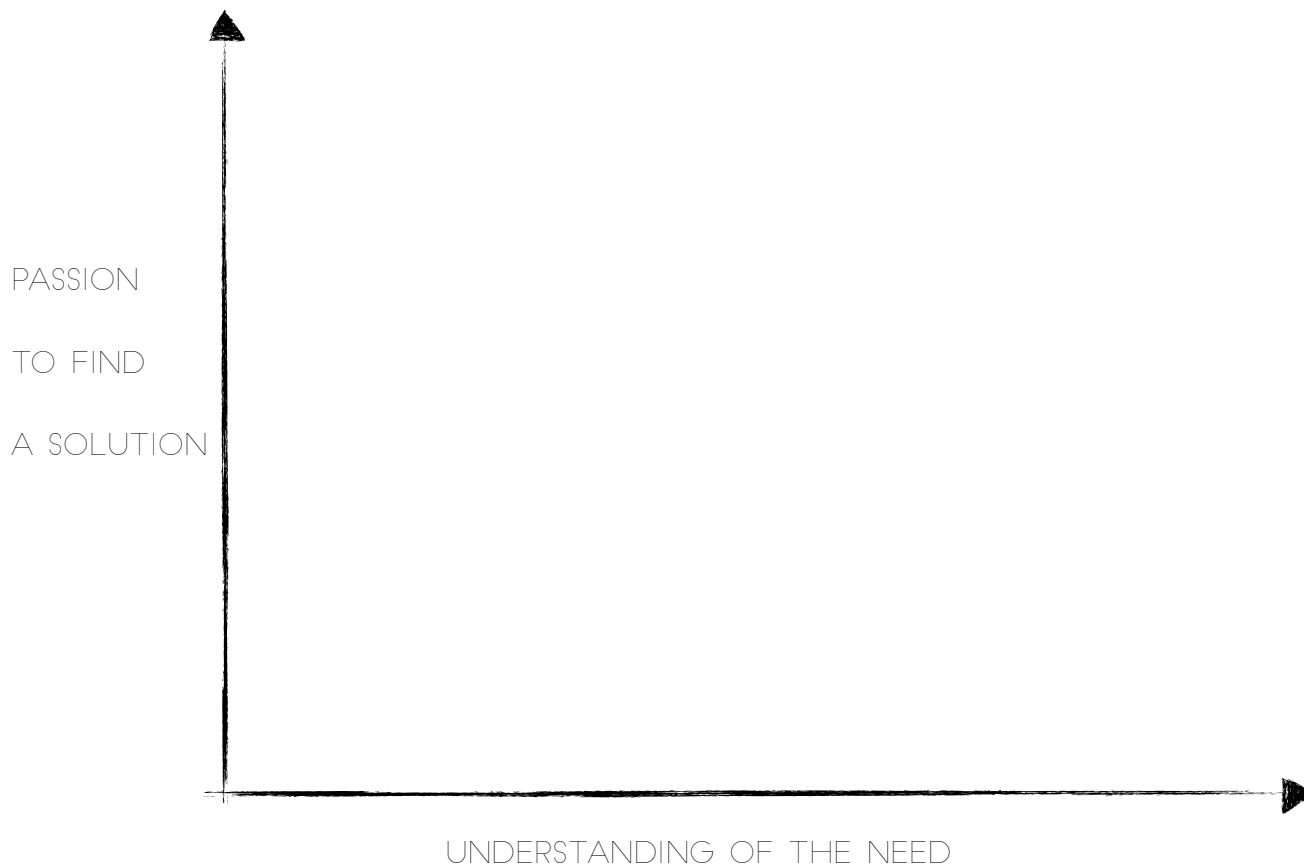
Finding a community partner may sound difficult but you might find it interesting to learn about the SDG innovations that are tackling needs in our community and finding how you can use your strengths, talents or resources to help support their initiative.

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



1. 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?

Enrichment Resource:

Start with the Problem not the Solution, Alim Walji

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.

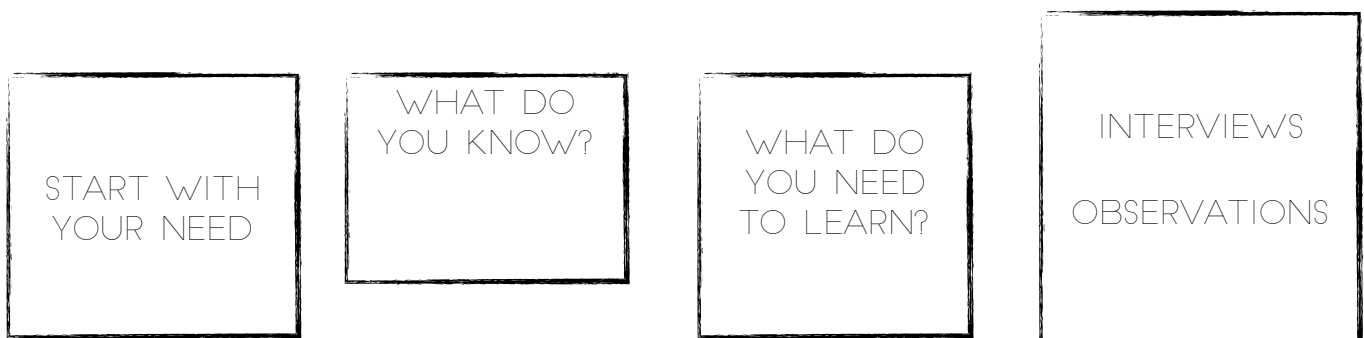
Users: the individuals who are most impacted by this need and face it on a daily basis

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.

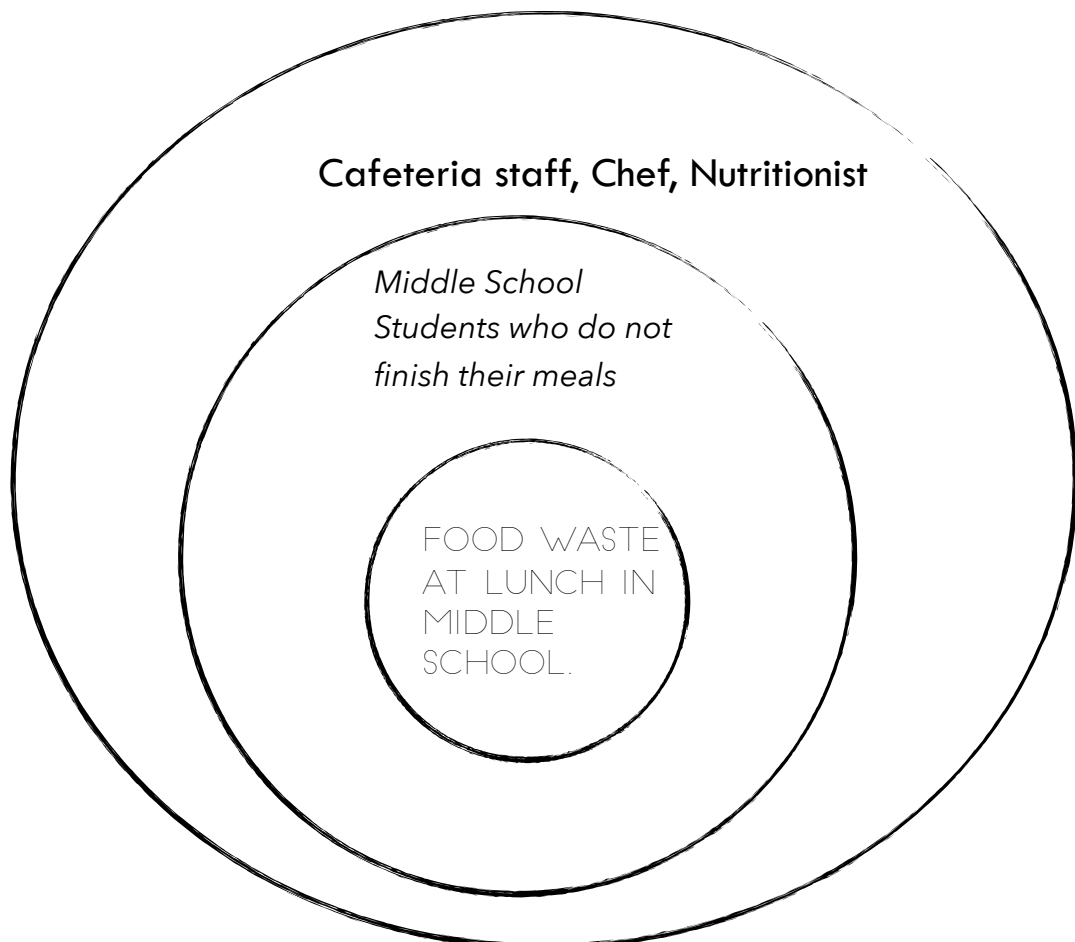
A team working on the SDG Zero Hunger found that food waste is a global problem and over 1/3 of all our food is wasted. They observed students at their school and found that Middle School students often throw away uneaten food. They will gather more information to find a solution to meet this need and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

1. IDENTIFY USERS:

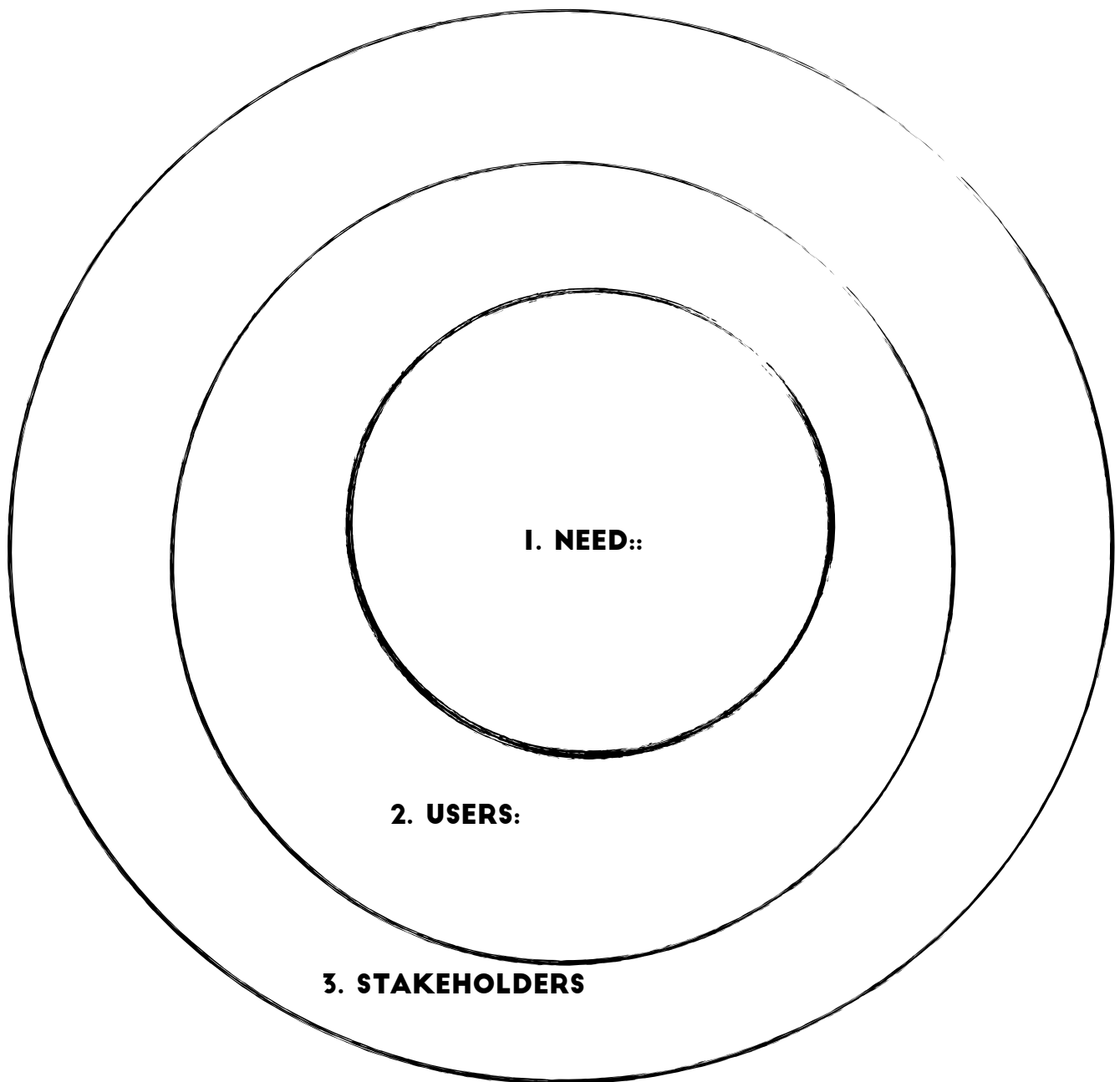
Who is closest to this need?

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? How can you measure the 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?
5. Before you start, identify what behaviour you are looking to change? How can you measure the impact your solution had on the problem?

ENRICHMENT RESOURCES:

ASIF SALEH, HOW SMARTER INNOVATIONS CAN FIGHT POVERTY

<https://ed.ted.com/on/oWcg5HeN#watch>



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

WHAT ARE BARRIERS OR CONSTRAINTS CONNECTED TO THIS PROBLEM?

INNOVATE A SOLUTION

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.

The best solutions are simple.” ASIF SALEH

WHAT NEED ARE YOU SOLVING?		
HOW DOES YOUR USER FEEL ABOUT THIS NEED?	WHAT IS IMPORTANT TO YOUR USER?	RESOURCES AVAILABLE
WHAT BARRIERS OR CONSTRAINTS ARE PREVENTING YOUR USER FROM CHANGING THEIR BEHAVIOUR?		TEAM STRENGTHS
LIMITATIONS (TIME AVAILABLE TO IMPLEMENT SOLUTION. BUDGET ETC)		

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:

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.

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MENTOR QUESTIONS::

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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?

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

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?

HOW CAN YOUTH MAKE A DIFFERENCE?



“Young people in our communities have chances to make the biggest dents because of the fact that they are creative, energetic and driven by pure passion. I believe through collaborative work on similar ideas the youth can start solving a problem. Through action the youth don't only create direct impact they inspire more young people to take up initiatives and create a ripple effect. This in turn makes communities more active in doing the best they can to change the world.” Founder of ProjectBe

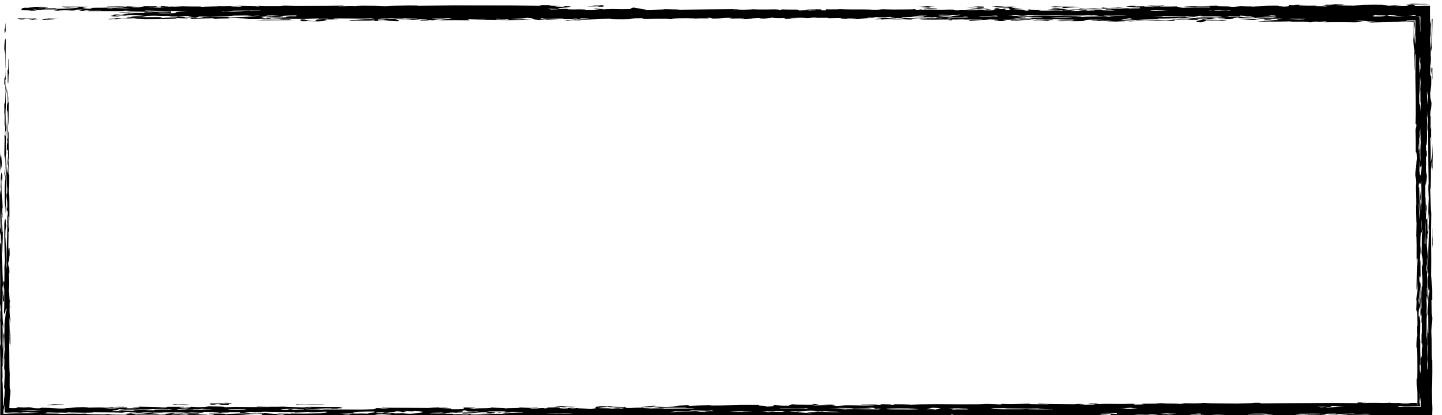
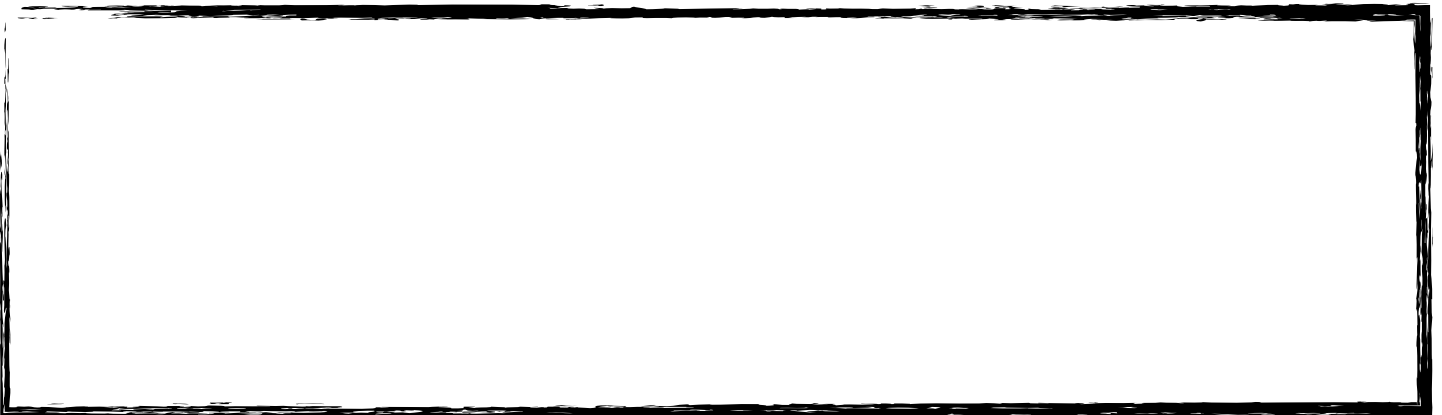
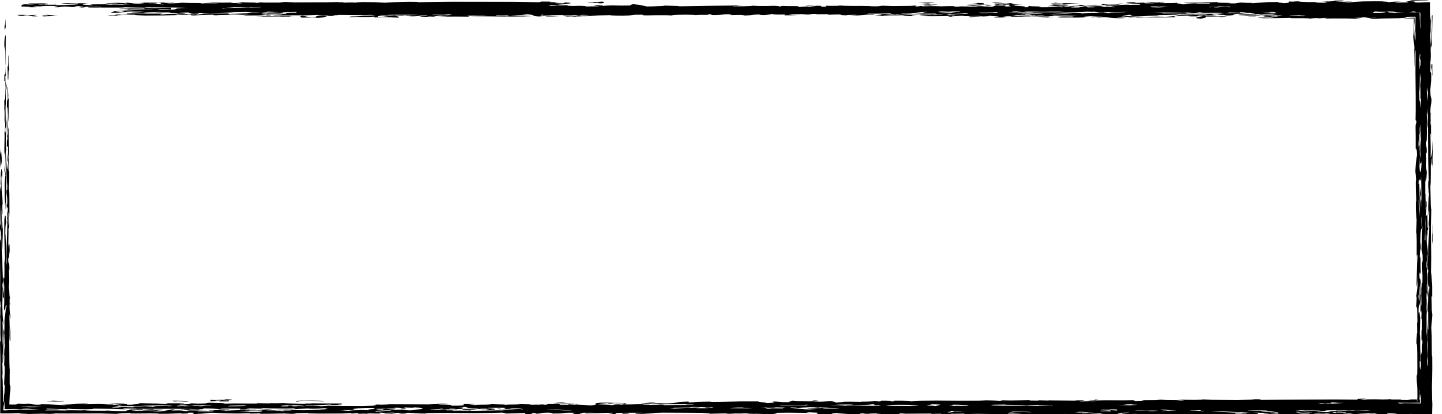
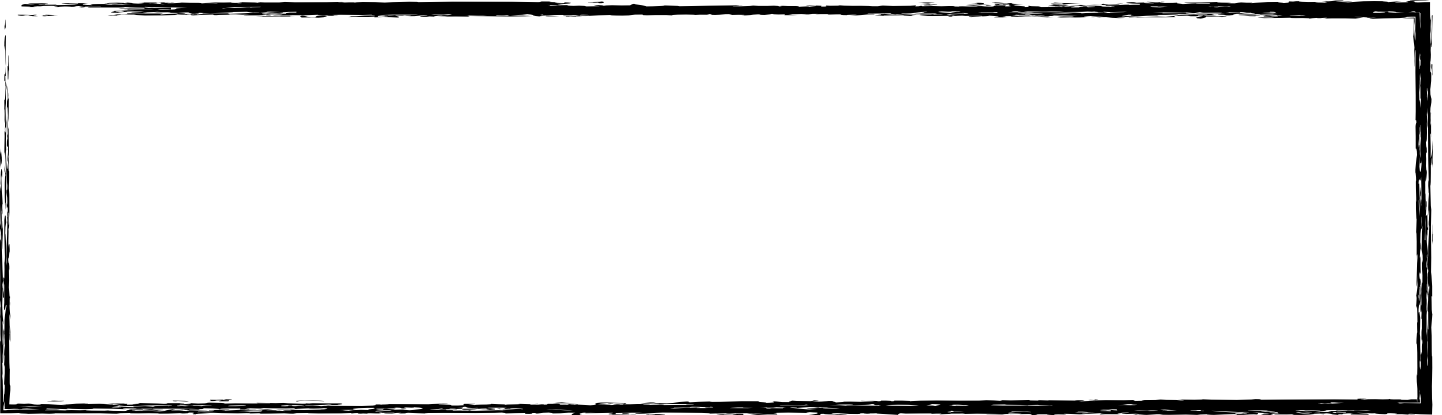
MUSHFIQUR RAHMAN SAAD

MOHAMMAD TAQI. CFO BORN TO SMILE

It has always been said that the youths are the future, I believe that the youths are the present. The current youths have taken birth in an era where access to communication and knowledge is relatively easier than it was in the last centuries. Taking advantage of this, the youths can have early exposure to resources that can be utilised to create the world that we all yearn to live in. If the statement the “youths are the future” is carefully considered in light of community development schemes, it can be considered fair to submit that such initiatives are undertaken to ensure the youths see a better world. If that is the case, then I don't think anyone apart from the youths themselves know better about the world they wish to live in. The youths can by identifying the recurrent issues and scaling solutions to them, make their voice heard by capitalising the privileges of modern technology and accessible resources. This will help to ensure that the development work carried out all around are built upon their perspectives.

SDG INNOVATORS

HOW CAN YOUTH MAKE A DIFFERENCE IN YOUR COMMUNITY? WRITE YOUR RESPONSES BELOW. THEN SHARE THEM WITH YOUR TEAM.



SHARE YOUR RESPONSES HERE: [HTTPS://FLIPGRID.COM/DA2446](https://flipgrid.com/da2446)

SDG INNOVATORS

REFINEMENTS

MODIFICATIONS

OVERVIEW

Staying focused on the need we are addressing is critical. In this section you will use feedback, data and observations to gauge the impact your solution is making on the need. Implementation of a solution is important but at times we may not be fully addressing the problem. While our users might share our social media campaign or participate in engagement sessions during lunch, they might not be changing their behaviour.

In these cases it's important to find out how big the problem is before you begin but in the real-world the full extent of the problem or barriers preventing a change in behaviour are not revealed until you tried to implement a solution. That's normal and to be expected.

EXAMPLE

An NGO called BRAC tried to solve the problem of infant mortality by using a easy to make rehydration solution to give to infants suffering from dehydration. Aid workers worked hard to educate women to make this simple solution using local ingredients. However despite a 90% outreach rate, teaching women how to make this life-saving formula, they did not see measurable success on infant mortality due to dehydration in the community.

After empathising and interviewing their users, BRAC learned, in these households men made the decisions and were not permitting the women to use this solution. This was a constraint which prevented a necessary change in behaviour. BRAC modified their approach to train men in the community to also use this.

Bringing men into the process changed the behaviour and infants suffering from dehydration were given homemade rehydration solutions which reduced infant mortality due to dehydration significantly, 80% between 1980-2005. -Asif Saleh

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?

SHARING YOUR SDG INNOVATIONS

OVERVIEW:

Innovation is hard work and you might feel that your innovation is not as successful as it should be. Remember the problems that surround the SDGs are complex and have often been around for a very long time. It is super important to celebrate and share our SDG Innovations that make an impact.

By sharing our successful innovations with others we are able to show others what is possible, inspire our community and connect with a global network of like-minded individuals.

SOCIAL MEDIA

“Creating a FB or Twitter account for your project can help you communicate your projects success and open up collaboration between your team and the greater community. When developing a social media campaign it is important to keep your audience in mind and make your posts relevant to them. Identify the times of day when your target audience is active on FB on Twitter and time your posts accordingly.”

-Zuhayr Reaz- Cramstack

“Have lots of visual material. As minimal text as possible. Try and tell a story. Create purpose. Use hashtags for buildup. Think about how what you offers aligns with their core values and communicate that.”

-Mushfiqur Rahman Saad- ProjectBe

“Use infographics and find ways to make the message viral by focusing on timely topics.”

-Ghalib Khalil Azaad Pakistan



PROJECT WEBSITE



A project website is a great way to demonstrate the impact of your team's SDG Innovation and is a quick way to keep progress, photos and reflections in a digitally accessible location. One benefit to using a project blog is that many external programs that provide funds for social innovations or new initiatives often recommend applicants. However, having a discussion with your parents and teachers on what kind of information should be included. Creating a positive digital footprint is important and a project blog could be a good start if we practice safe digital citizenship.

How to Create a Project Website:

Many websites offer free blogs such as weebly.com or wordpress.com.

Sections to include Team, Problem Identified, Partners and your Solution. Potentially, your team can include a blog on the page where you can periodically share progress through blog posts.

“You need it to have a brief but well thought of description of the project. Here, visual aids help a lot and nothing says more about a project than an inspiring video. The key thing for websites is to retain the users through the first 10-13 seconds which means it needs to seem very interesting also designed such that it loads instantly.” MUSHFIQUR RAHMAN SAAD

GETTING COMMUNITY SUPPORT

Storytelling and sharing success with the community will help you garner support. It won't happen overnight. Nate Mook organiser of TEDxMidAtlantic advises new projects to, “Have a powerful story to tell and a core group of really passionate people to help spread that message.”

Staying focused on the problem that you are solving and preserving through adversity while continuously modifying and refining your solution to better address the need you are addressing is often lonely at first. But with your team, and their shared belief that together you will be able to find an approach to tackle this problem and will eventually gain support from others.

ENRICHMENT RESOURCE

TED ED LESSON: [HTTP://ED.TED.COM/FEATURED/TLG3VHGD](http://ed.ted.com/featured/tlg3vhgd)



SDG INNOVATORS

SHARE YOUR INNOVATION WITH YOUR SCHOOL

Identify platforms in your school where students can share information

write an article for your school newspaper

participate in a student expo

organise an event for students to share work during lunch or recess

apply to speak at your school's TED Ed Club or TEDx event, or apply to hold one

ask to speak at a school assembly

create posters to build awareness of your team's project or initiative

STORYTELLING

Public speaking might feel scary but just like anything else it is a skill that is developed with practice. For centuries humans have shared stories.

Humans connect and resonate with stories. Learning how to share your team's project as a story will help you gain support from your community as well as inspire other who aspire to innovate needed solutions.

MOHAMMAD TAQI. BORN TO SMILE

Remember your main points. Be slow and pause as you need to. This will help you have time to think and to check for your listeners understanding.

Be sure to focus on the need that you solved.

Describe how big the problem is and why your team feels it is important to solve. What inspired you? Who helped you along the way?

Resources:

<http://plusacumen.org/courses/storytelling-for-change/>

<https://www.ted.com/participate/organize-a-local-tedx-event/apply-for-a-tedx-license>

<http://ed.ted.com/clubs>

<http://ed.ted.com/lessons/become-a-slam-poet-in-five-steps-gayle-danley>

HOW TO WRITE AN MOU

RAKIB AVI SOCIAL INNOVATION LAB BRAC

A memorandum of understanding (MoU) is a document that establishes the terms of how your team/organisation will work with another entity. It should be a simple document which captures the decisions of both parties so that it can be used as a reference to guide the deliverables of a project.

A WELL WRITTEN MOU HAS FOUR KEY FEATURES:

DESCRIPTION OF THE PARTIES INVOLVED

If you are partnering with a community organisation or individual then both yours and your partner's details will be mentioned in this section

PURPOSE OF THE MOU

Where the overall purpose of getting into the MoU is briefly written down so that anyone can have a very clear understanding about the rationale of the relationship.

ROLES AND RESPONSIBILITIES

Both/all party's responsibilities should be clearly defined in this section. This is the centrepiece of the whole document. This should clearly reflect what you agreed on with the organisation that you are partnering with.

POINTS ABOUT AMENDMENTS, VALIDITY, RENEWAL AND TERMINATION

This section can be a set of five bullet points where you agree on making changes to the MoU with all party's consent, validity of this agreement (usually for the whole duration of your project), rules about possible renewals and termination of agreement (usually done through written notice and at least 30-day's advance notice)

Some MoUs will be breaking down the third point on roles to responsibilities to specific sections like 'reporting responsibility (who is going to prepare reports on the joint project) and 'funding'. But all the relevant points regarding key responsibilities can be mentioned under one section.

Tip: MoUs are not generally legally binding. It's more of an intent of working together.

ENRICHMENT RESOURCES AND TEMPLATES:

<http://www.tools4dev.org/resources/memorandum-of-understanding-mou-template/>

PARTNERSHIPS

OVERVIEW

Investigate your community to identify organisations that are like-minded and have a similar goals. As a team ask friends, family and look on social media or the news to find out organisations or initiatives that are working in similar areas. When organisations can combine resources to address an authentic community, everyone wins. It is not always possible and veterans can say that you still need to be ready to go alone at first.

But as your team's project progresses, it is worthwhile to keep investigating what is happening in the greater or even global community.

Steps to partnerships might be as informal as an email or could require writing a formal MOU or a Memorandum of Understanding which outlines the manner in which both organisations will work and share resources.

An MOU should clearly explain what objective and points that parties have agreed to collaborate on, critical team members from each organisation and their role, and what resources or expertise each organisation will provide.

Partnerships can take many forms. Formal or informal partnerships achieve the same thing, a more efficient way to achieve a shared goal.

SHARED RESOURCES

SHARING OF KNOWLEDGE

CROSS PROMOTION

SHARED TRAININGS OR SHARING SKILLS

CREATING A PROGRAM OR EVENT TOGETHER

EXAMPLE OF INTERNATIONAL SCHOOL DHAKA'S PARTNERSHIP PAGE

We're better together.

Partnering with experts in our community, students learn real-world processes to develop, implement and garner support for student projects in order to foster innovation and ultimately make our community more inclusive and sustainable.

Community experts from a wide range of industries mentor our students to instill an innovator's mindset and develop leadership skills.

Our **Innovation Advisors** are passionate about education and are professionals who are recognised in Dhaka's start-up and innovation communities. These experts guide our curriculum and innovation process to best upskill our students to better innovate solutions that address real needs.

Meet our Innovation Advisors:

Rafee Shabir, [GP Accelerator Program Administrator](#)
Anup Dutta, [GP Accelerator Program Design Consultant for Start-Ups](#)
Shams Jaber, [Founder of The Tech Academy Dhaka](#)
Palash Ranjan Sanyal, [Project Coordinator Pedal Pure, Water Aid](#)

Our community partners:



The Tech Academy Bd



HELP SOMEONE SMILE

SDG INNOVATORS

SUSTAINABILITY

SUCCESSION

When your project is under way (people are using your solutions), it is important to reflect on everything you did to get to this point, and determine what steps will need to be taken so that your work doesn't finish when the school year ends, that the project can continue to develop and evolve.

The best projects have 3 things in common:

1. A team passionate about finding a solution for a need and can overcome obstacles and challenges (which is what this toolkit helps you to do).
2. Focused on solving a specific need
3. Training others to be a part of the project as it continues to grow and developing partnerships

You've seen examples of service projects that have been passed down to younger students over the years so that the work can still be done. You might also think about how you can continue this project yourself throughout your schooling, or perhaps after your graduate.

Mentor Questions:

1. What resources will I need to ensure that the project continues on after the school year finishes?
2. Do I still plan to play a major role in this project after the school year finishes, or do I train others to help continue it?
3. If I were to continue this innovation project to help solve an SDG, how long do I want to do it?
4. What if I want to work on a project related to solving another SDG but don't want my work on a previous project to disappear?

THIS TOOLKIT WAS PRODUCED THROUGH A COLLABORATION BETWEEN SOCIAL INNOVATORS, EDUCATORS AND EXPERTS ACROSS DHAKA.

International School Dhaka Head of secondary: Kim Green

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