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2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



Multipliers Handbook

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Script for a full/half day training
in 16 or 14 movements
for UNIVERSITIES



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Introduction



The **SDG workshops for universities** (colleges, other tertiary educational institutions) were developed as examples for interactive and participatory, integrated and project oriented learning about and for the implementation of the SDG and the Agenda 2030 specifically for young adults. The training may be used in tertiary educational institutions, but also in non-formal or informal educational settings for young adults to gain awareness, and provide for empowerment to become active in co-creating practical SDG implementation projects in their settings and environments they live in on a local scale (e.g. university/college, neighbourhood, associations, community groups, etc) and related to their own lived experiences as well as related to their area of study.

The workshop was developed for students in the age range from around 18+ years, and can be adapted to various specific target groups (e.g. different faculties and areas of study and/or levels of knowledge and experiences) by the teachers/facilitators.

The half day workshop is meant to be implemented in approximately 5 educational units (UE of assumed 50 minutes duration each, or approximately 5 hours in total including sufficient breaks, which can be set by the facilitator to their needs), and the full day workshop can be implemented in approximately 8 educational units, which can be accomplished in one day (e.g. 8am to 1pm for half day and 8 to 4pm for full day) of workshop delivery. It does not include the time for detailed project development and implementation, which may vary significantly depending on projects chosen by the students and time available for implementation after the workshop and if that forms part of the delivery. Teachers/facilitators are welcome to adapt and modify the script to their specific needs and can pick and choose certain SDG related activities and combine it with




others from the script of full- and half-day workshops script in the main body of the SDG Multipliers Handbook, but also different sources/tools/methods (e.g. SDG games, [Youth in Transition - YINT](#), [Youth Action for Nature & Well-being YAFNAW](#), etc.) and on other sustainability topics (e.g. [Ecological Footprint](#), Doughnut Economics, Inner Development Goals, Earth Charter, Climate Action, etc), to fit your needs and curriculum. The script is held relatively generic so that it should fit different contexts, areas of study, faculties, level of knowledge and experiences with the opportunity for modification and adaptation. This script should be read and used in conjunction with information provided in the main part of the [SDG Multipliers Handbook](#)

If you are interested in Gaia Education conducting an SDG implementation workshop for your students at your tertiary educational institution or an SDG Multiplier training for teachers/facilitators at your institution or educational facility (e.g. teachers college or other) we are happy to make this happen and provide additional content on how to best facilitate SDG workshops. Through our global network of SDG trainers/multipliers we will find an experienced SDG trainer near you, speaking your language and understanding your contexts and culture. We are also more than happy to work with you on developing bespoke as well as more extensive SDG and more general sustainability/regenerative related educational programs and projects to fit your requirements and needs. Get in touch with us on info@gaiaeducatio.org and we will hook you up with an SDG trainer near you and/or for further discussion of your needs.



Script for a full & half day training in 16 or 14 movements



Movement 1	Why	How	Time
Landing Walking Meditation	<p>Students arrive at university from various contexts and experiences, likely have many different issues and things on their mind, either related to their studies or in their personal lives, which can pre-occupy them in many different ways.</p> <p>In order to become grounded, present and focused on the day and what will come during the day, it can be useful to complete a focusing exercise in the form of a walking meditation.</p>	<p>After all students are present and a few words of welcome, invite the students to slowly move around the room, silently and initially without eye contact with others, rather focus on themselves and how they feel at the moment. After a little while they can start focusing outside themselves a bit and get in eye contact with others if they wish, but keep on moving silently and slowly.</p> <p>The activity should occur with music of your choice. For example Nakho-Bear (Medicine for the people) - Te Aloha Ke Akua (meaning breath of life and love of 'creation' and personal responsibility).</p> <p>LINK (better not to show the video, just audio)</p>	<p>5 mins</p> <p>Full Day</p> 
Movement 2	Why	How	Time
Welcome, opening and Introduction	<p>To welcome the students into the space, to let them arrive mentally and emotionally in the space and set the focus on the topic of the day and introduce the theme, sequence, content, expectations and outcomes (see Movement 1 of the full day script in main part of the handbook for additional information)</p>	<p>It is important to set up the room before the start of the workshop, to make sure all materials (e.g. flip chart, beamer, monitor, whiteboard etc) are present and functioning and the lay out of the room is flexible and adaptable to the various needs during the day (likely starting with chairs in a circle at the outside of the room, so to be able to move around, but also have tables available which can be moved around the room as needed for group work).</p> <p>Give a warm welcome to the students, explain the topic of the workshop and how we will spend the time in coming hours (schedule) and what the purpose, objectives and desired outcomes of the workshop are meant to be and that they will be participating actively and with project "development" during the day. Their views, perspectives and experiences are important and key to the success of the workshop. Then briefly introduce yourself, your background and role(s) and your organisation (only if you are external to the university and not the lecturer usually working with this group of students).</p> <p>You can support this vividly through a few powerpoint slides if you wish to have audio and visual impressions for the students or can write it on a whiteboard or flipchart paper.</p>	<p>5 mins</p> <p>Full Day</p>  <p>Half Day</p> 



Script for a full & half day training in 16 or 14 movements



Movement 3	Why	How	Time
Sociometric Constellations / Mapping the field	<p>Constellation work is a good way to bring students present in the room and start to focus on the workshop topics, as everyone is asked to respond to the questions asked by physically positioning themselves along a spectrum (or 4 dimensions).</p> <p>This helps to focus students and also breaks the ice as the group is active together as compared to conventional class teaching and students experience how others in the class think of various questions.</p> <p>Everyone is asked, even if the facilitator might then only go around and 'interview' 2 or 3 people as to why they placed themselves in a particular position within the constellation.</p>	<p>Ask participants to stand up and form a circle or oval. You can then use the space in the middle to walk out the spectrum for each constellation before you ask people to position themselves.</p> <p>Explaining the mapping process (spoken instructions in italics):</p> <p><i>We will now do a series of mappings (or constellations) to see who is in the room, find out a little about each other, and get a feeling for why we are here... I will ask a series of questions that everyone will then answer by positioning themselves along a spectrum that the question introduces. ...Once we are positioned along that spectrum, have a look around and see where people have placed themselves...I will then walk around and interview some of you as to why you chose to stand at a particular spot...Let's keep the answers lean and to the point, as we can hear from more people that way.</i></p> <p>Choosing the right questions and making sure to frame questions clearly as a spectrum is important.</p> <p>Depending on the diversity of your audience you might vary the questions. Here are some possible questions:</p> <ol style="list-style-type: none"> Find your place along the line: Do you think that we humans on earth have a real problem with the overexploitation of the earth's ecological resources? <ul style="list-style-type: none"> Anyone who believes that everything is OK on Earth and that people should continue to live as they do now are at the left end of the spectrum, Anyone who believes that everything is not running optimally and that people are taking more from nature than it can reproduce, and that humans produce more waste than nature can absorb is placing themselves in the centre. Anyone who believes that humanity has a real problem and that our hats are on fire and we have to act quickly, stand at the right end. Position yourself in 4 directions: What do you think is the biggest threat to our and your future at the moment? <ul style="list-style-type: none"> Climate crisis Loss of biodiversity/species extinction Soil and land degradation (incl. deforestation) and soil loss Overconsumption (buying more than you need) and pollution You can also choose between 2, 3 or 4 topics (if more than one topic seems important) and place yourself in between. Position yourself in 4 directions: What are our biggest challenges for a just future: <ul style="list-style-type: none"> War & Conflict Poverty & hunger Inequality (within and between countries) Lack of good infrastructure, facilities, institutions, systems (e.g. schools, hospitals, social system, democracy) Find your place along a line: Have you ever heard of the 17 Sustainable Development Goals and if so, how much do you know about them? <ul style="list-style-type: none"> never heard of them before have heard of them before have dealt with them I am committed to them and am involved in projects or in other ways. <p>Create the purpose of the workshop through the constellation and harvesting.</p> <p>You can make up your own constellation question to fit the particular audience or location you are working with/in. Give about 3 minutes max for each question/constellation and try to ask between 2 to 4 people why they are standing where they have positioned themselves.</p>	<p>15 mins</p>



Full Day



Half Day

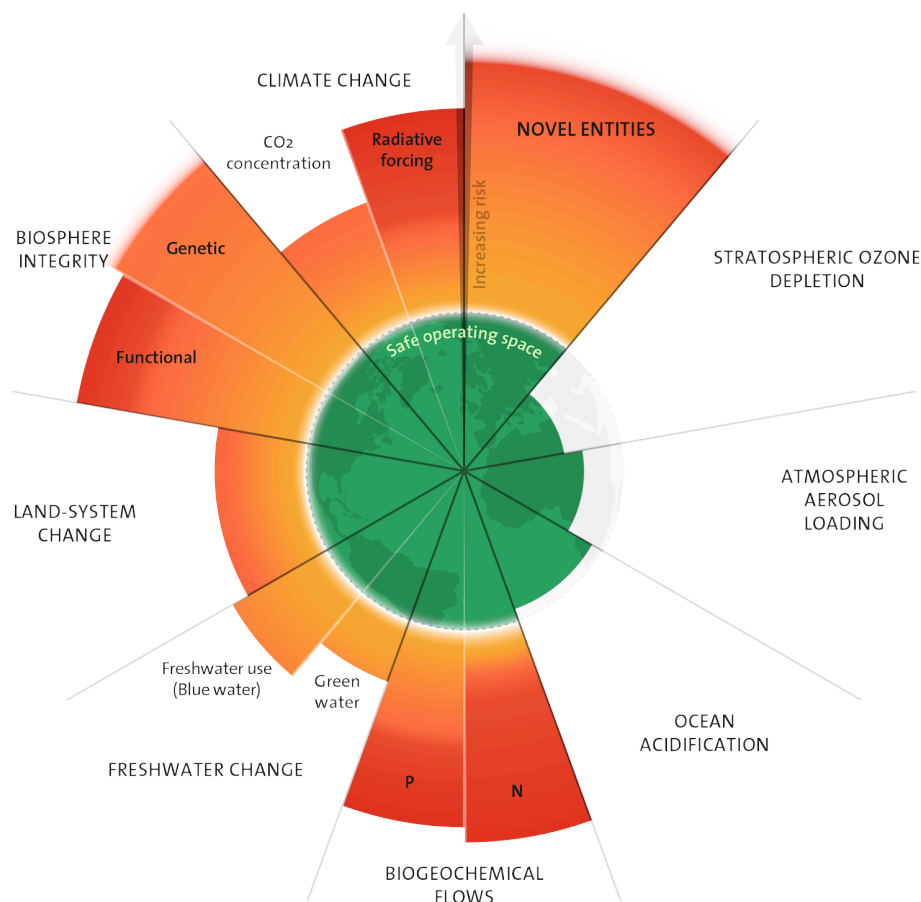




Script for a full & half day training in 16 or 14 movements



Movement 4	Why	How	Time
Introduction to the multiple crisis we face	<p>Experience shows that the knowledge and understanding of and about the poly- or metacrisis we face varies a lot between individuals, groups and regions, therefore it is generally useful to provide a short overview of the different crisis we face, some of the causes, and interrelationships - most importantly not only to show the various ecological crisis from global to local but also interrelated social and economic crisis and maybe the crisis of worldviews/culture and of consciousness - an ethical and moral question. The level and depth needs to be adapted to the background, context and culture of the students.</p>	<p>Based on the sociometric mapping activity it is worthwhile to bring all students in the class onto a more or less level field of knowledge in relation to the multiple crisis we face, acknowledging that some may already know much about at least some topics, some much less so, but to provide at least some facts and figures where we stand as humanity (also in context of the background, areas of study, faculty etc. of the students present).</p> <p>Time permitting, you may ask the students what they see as the main challenges or crises we as humanity face and how it may impact on their own lives and their study, and work. Refer back to the socio-metric mapping and attempt to draw a bit more context towards their own life "realities", be it related to heat stress/climate anxiety, lack of money for energy or good food, poor housing, or whatever is useful in your local context, but relate it to the wider topics of relevance to the students and how they see it.</p> <p>This can best be accomplished through an interactive presentation using a combination of facts, figures, graphs, visualisations, videos and therelike, of which there are many available for free on the Internet and adapted for background, areas of study, contexts and location. But areas to be covered should likely include climate change (or climate emergency), biodiversity loss, ecological overshoot & resources depletion, planetary boundaries, pollution, ecosystem degradation, social injustice, inequality and inequity, economic and financial crisis, and what is behind them and how they are interrelated, as much as time permits and what may be appropriate for the prior backgrounds and areas of study. A focus should be the interconnectedness of various crisis and how they influence each other in turn, maybe explained using a few examples (e.g. poverty, hunger, ill health, inequality, poor education, lack of water & energy, lack of jobs & income, poor infrastructure, exploitation, soil and land degradation, deforestation, conflict & war, etc) - geared towards local/regional context and related to live & study experiences, knowledge of the students, adapted to the level of prior knowledge (e.g. entry, medium, advanced level of study; environmental or sustainability related studies (or not), etc).</p> <p>Because the local/regional needs and contexts for this exploration will vary widely between countries and regions (e.g. global north & global south), it is advisable to also use local/regional sources of information on these topics to make them more relatable and meaningful for the students in their own lives and for their studies. Our experience shows that many countries often provide well accessible education materials on many of these topics, not always combined and interrelated but sufficient to provide the introduction necessary and desirable for the context of the workshop. For the half day workshop a very abbreviated version will need to suffice.</p>	<p>10 mins</p> <p>Half Day</p> <p>20 mins (or more as required)</p> <p>Full Day</p>





Script for a full & half day training in 16 or 14 movements



Movement 5	Why	How	Time
<p>part 1/2</p> <p>We have a plan - Intro to Agenda 2030 and SDG</p>	<p>After discussing the multiple crises we face, students may feel hopeless and even helpless and may even turn away from it, or feeling anxious or depressed or the opposite, re-confirms their commitment to be active. In any case, it is important at this point to introduce the Agenda 2030 and the SDG as a globally agreed plan to tackle all the crises together and do that until 2030, in order to give hope and an opportunity of agency and a tool to do something meaningful.</p> <p>The second part of this movement goes through the use of 2 timeline flashcards, which can be studied and talked about in small groups that then present back to the large group by a series of volunteers forming a line and each naming one of the milestones and its significance in the process.</p>	<p>This brief introduction to the SDG and the Agenda 2030 (noting that even today, the majority of the general populations in most countries have never heard of the SDG before, or at least very little)</p> <p>There is already an action plan with goals and framework conditions that have been agreed by all countries worldwide, the 2030 Agenda and the UN's 17 Sustainable Development Goals! - showing a depiction of the Goals Logos at least.</p> <p>At this point it may be useful to collectively read through the Preamble to the Agenda 2030 (available from the UN website in many languages and maybe put it up as a slide) and let that sink in (allow about 3-5 minutes for this task) and have a collective reflection, particularly focusing on the transformative direction of the Agenda (transforming our world, also meaning transforming our societies, our economies and in the end ourselves - and not as too often still done incremental change - transformation is paradigmatic and starts with our worldviews, beliefs, values, mind sets, and attitudes and hence is deeply systemic)</p> <p>Then watch a video about the Agenda 2030 and the SDG, which explains them concisely and accessible.</p> <p>Useful very short intro SDG video suggestion (many others can be found on the web):</p> <p>LINK (duration 1:22)</p> <p>Or a bit more in depth and good explanation of the Agenda 2030 and the SDG can be found here</p> <p>LINK (from start to 8:00).</p> <p>These two tasks require approximately 15 to 20 minutes and are what can be covered for a half day workshop, and the following part of this movement is meant for a full day workshop.</p> <p>At the beginning of this second part of this movement, briefly mention the importance of putting the SDGs within the context of the longer term process of the sustainable development agenda of the United Nations (as has been explained briefly in the SDG video).</p>	<p>15 mins</p> <p>Half Day</p> <p>-----</p> <p>30 mins (up to 60 mins or as time permits)</p> <p>Full Day</p>





Script for a full & half day training in 16 or 14 movements



Movement 5	How	Time
<p>part 2/2</p> <p>We have a plan - Intro to Agenda 2030 and SDG</p>	<p>Invite 2 groups of 5 volunteers each to step forward. Give each of these groups one of the 2 SDG Timeline Cards (Cards 57 & 58). Group A is the group with card 57 that starts with the 1972 Stockholm conference on the environment, and group B is the group with card 58 with the milestones that end with the endorsement of the SDGs by the UN General Assembly in September 2015.</p> <p>Give both groups time to prepare how they will present the milestones on each of their cards and to decide who will present - one person per milestone and stepping forward in chronological order. Start with Group A, so that in the end we have a line of people each representing one of the seven milestones on the way to the launch of Agenda 2030 and the SDGs. You can ask the rest of the group to form pairs and have a brief personal reflection with a partner on when participants first connected personally with the sustainable development agenda or the Education for Sustainable Development (ESD) programme of the UN.</p> <p>This movement helps to bring the history on which we are building into the room and offers a historical context for the day of learning about the SDGs. Give 2 minutes for explaining the tasks and creating the groups, 4 minutes for the groups to decide who presents which milestone in less than a minute (while the rest work in pairs), and a little under a minute for each of the 7 milestones to be presented until the volunteers stand in front of the room forming a timeline from 1972 to 2015.</p> <p>You can offer the students in the two small groups the option of writing their milestone on a piece of paper with the name of the event and the year it happened. Make sure to provide them with A4 paper or cards and pens to do so.</p> <p>At this point raise awareness about the 169 targets and 230+ indicators and maybe even their issues and limitations, and this workshop is part of implementation of target 4.7. However, the workshop itself will not deal with the targets in detail.</p> <p>If even more time is available (beyond approximately 30 minutes) for this movement, or if you want to spend more time on this topic, you can for example discuss with the group (or in small groups), their own understanding of sustainability and sustainable development, including the pros and cons, issues and limitations, and even maybe alternatives and harvest the diversity of perspectives.</p> <p>Basic resources for the Agenda 2030 and the 17 SDG (noting that there are many other but also regional and local resources on the SDG as well for your specific context), with a few resources also provided on the Gaia Education SDG webpages.:</p> <p>https://sdgs.un.org/goals</p> <p>https://www.un.org/sustainabledevelopment/sustainable</p> <p>https://sdgs.un.org/</p> <p>https://www.globalgoals.org/</p> <p>https://www.unsdglearn.org</p>	<p>15 mins</p> <p>Half Day</p> <p></p> <p>-----</p> <p>30 mins (up to 60 mins or as time permits)</p> <p>Full Day</p> <p></p>



Script for a full & half day training in 16 or 14 movements



Movement 6	Why	How	Time
Introducing & explaining the SDG flashcards	<p>The SDG workshop is structured around the SDG flashcards for some of following reasons:</p> <ul style="list-style-type: none"> i) an interactive way for students to learn about the SDGs in general and local relevance and connection to their own lives. ii) to maximise the time that students at a particular university have to converse about the general and local relevance of the goals and how to make them meaningful in their own study, lives and contexts. iii) to learn about the importance and possibilities to engage with the SDG locally and actively contribute in their context and possibilities to the realisation of the SDG. 	<p>Make sure to read the section 'How the SDG Flashcards are structured and why' in the SDG Multiplier Handbook, to make your own personal notes (and or you show images of some of the cards as powerpoint slides) on what to mention about the cards in this brief introduction.</p> <p>Points you should know:</p> <ul style="list-style-type: none"> i) The workshop is structured around the cards to maximise the time students have to converse about local relevance and local implementation of the SDGs. ii) There are a total of 61 cards, 3 x 17 (51) cards that address issues and ask questions about specific SDGs, plus another 10 supplementary cards to give background on the UN sustainable development process, the consultatory process that led to the SDGs, the need for systemic integration of the SDGs, etc. iii) All cards are numbered and you will find the reference number at the bottom left of the contents page. Card 52, for example, lists all the 17 SDGs on one card. This can be a useful 'cheat sheet' as you are learning the 17 goals and their associated number. iv) All the 3 x 17 cards referring to the 17 goals have the same basic structure. Each SDG is explored through the questions in the 4 dimensions of Gaia Education's 'whole systems design' framework for Design for Regeneration: social, ecological, economic and worldview. v) The white boxes (hold up a card to show them) give general background information and trends related to the SDG the card refers to - this information is the same on the 3 cards per goal. The coloured boxes contain questions about local relevance and implementation of a particular SDG - these questions are different on the 3 cards referring to a particular SDG. vi) During the course of this workshop we will use the cards in a variety of ways so you can become familiar with different ways that they can serve you as facilitation tools. Let's get into it and start learning by doing! 	5 mins

SDG 4 FLASH CARD 10

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Gaiaeducation

The gender roles in many developed countries have changed significantly with more women gaining higher degrees. Giving everyone access to quality education is the prerequisite for participatory governance, collective intelligence, and wise action.

Sustainable development can be catalysed by design-centred education that promotes whole systems thinking and integrative locally adapted solutions, as well as the ability to collectively envision a positive future and co-create adaptive strategies for how to bring it about collaboratively.

What is the role of education in making learners of all ages more aware of where (political) power resides and how it can be managed; and how can we educate for collaborative rather than competitive advantage?

How can we ensure that we critically examine the influence that neoliberal ideology had in framing the official development agenda and offer people the education to critique and improve it?

Since information is now so readily available on the internet, how could education providers in your community improve learners' skills to find, integrate, and apply information in support of local living economies and thriving communities?

How can primary, secondary, higher education and life-long learning promote the understanding that the economy is part of the environment and depends primarily on health ecosystems functions?

In a rapidly changing world with humanity facing multiple converging crises, education has to remain flexible and life-long so people can adapt to changing conditions. Job markets and the economic trends and innovations will change much more frequently than in the 'one career for life' conditions of the Baby Boom generation. Qualitative economic growth crucially depends on enabling people to creatively solve the problems and meet the needs of their local community.

The importance of widespread ecological and social literacy cannot be overestimated. The complex eco-social systems in which we participate can only be maintained and regenerated if we all become responsible citizens aiming for appropriate participation at local and regional scale. Education is as much about the why, as the how and what of regenerative cultures. We depend on the planetary life support system.

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Full Day



Half Day

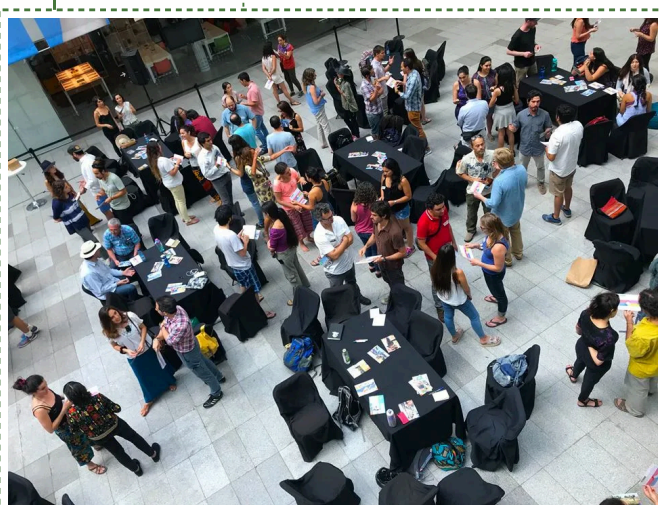




Script for a full & half day training in 16 or 14 movements



Movement 7	Why	How	Time
SDG Mingling - getting to know the SDG	<p>This movement called 'mingling' is another way of making sure that everyone feels involved and becomes even more present to the work the group is aiming to do together.</p> <p>As students walk around the room, each holding one particular SDG flashcard, they can familiarise themselves further with the other participants and hence get to know at least some SDG better.</p> <p>During each stop for 'active listening in pairs' people get a chance to meet another student and to learn and share something about a particular SDG.</p> <p>This exercise builds general SDG-literacy, offering students an opportunity to practise giving a good and brief explanation of a particular SDG and the issues/questions related to them.</p> <p>The use of the 4 dimensions through which to explore each SDG helps participants to gain a more whole systems depth of the goals and their interconnections.</p>	<p>Set-up: You can have a table prepared (or on the floor) with as many SDG cards as there are students referring to specific SDGs laid out and invite everyone to choose one card (quickly).</p> <p>Sitting in a circle give everyone two or three minutes to read the card they have chosen before explaining. They should read the full title of the respective SDG on the card carefully and should pay attention to what draws their attention.</p> <p>Framing the activity: It is important to explain clearly that 'active listening' is not the same as having a conversation. Explain that we are about to move around the room slowly (with some background music) and at each signal to stop (when the music stops) to find a partner (a person close to where you stop), you will be given 2 minutes for the person with the longer hair to explain which SDG is featured on the card that they are holding. Invite students to speak to what their understanding of the particular SDG is and maybe why it is important. You can offer students the option to also explore which of the questions (from the ecological, social, economic or worldview perspective) made them think about that SDG in a different way, or was particularly thought provoking for them.</p> <p>After two minutes of one person only listening and the other speaking about the SDG card they are holding, the facilitator will give a signal to swap and now the person with the shorter hair gets to share their reflections on the card they are holding. It does not matter if it happens to be the same SDG, most likely it will be a different one.</p> <p>After another 2 minutes of active listening, the facilitator will give a signal to start walking slowly around the room again (by starting the background music again)</p> <p>Mingling is simply a form of walking around the room slowly with full attention to the others around you, until the facilitator gives another signal to find another partner again for the second round of active listening. You can invite students to share again what most struck them about the SDG card they are holding. Remind people that this is 'active listening' and not a conversation and that you will give the signal to switch partners. You can choose to let the person with the shortest hair start this time.</p> <p>We recommend that you allow for 3 to 4 stops in this activity, with each person having the opportunity to meet and learn from 3 or 4 other students and up to 3 or 4 other SDG.</p> <p>At the end of the last paired interaction, simply invite students to stay where they are in the room and ask for some reflections. You can start by asking a student to give you a number between 1 and 17 and then ask who had the SDG with that number. Ask who had this SDG and if that person, or anyone else wants to say something about this particular SDG and what they were talking about in the conversations and what they may have learned. If not much is coming from the students, the facilitator can possibly explain their understanding of this SDG (and show details on a slide) and give some examples on relevance. You can explore 4 to 5 SDG in this way.</p> <p>You can use any music of your choice and suitable for your context, but a possible option could be: Xavier Rudd and The United Nations - Come People</p> <p>LINK</p>	<p>20 mins</p> <p>Full Day</p> <p>Half Day</p>

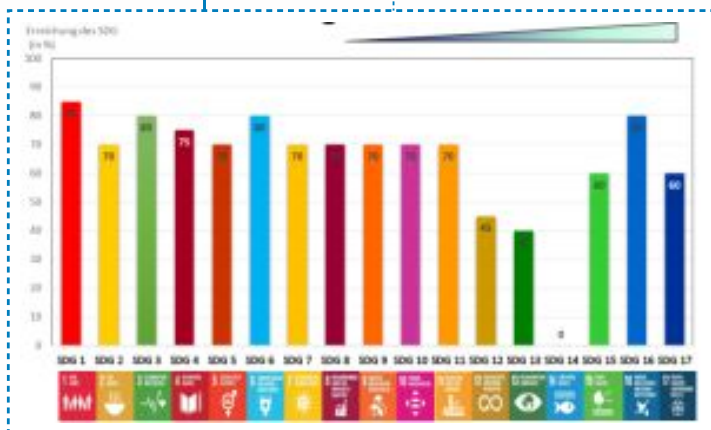




Script for a full & half day training in 16 or 14 movements



Movement 8	Why	How	Time
Estimate where we are at with implementing the SDG	<p>The 17 SDG and more so the 169 targets and 230+ indicators are rather complex, particularly when one considers the interconnectedness of all the goals.</p> <p>To make the global goals more accessible, understandable and relatable it can be useful to relate them to the situations of various SDG in the country/region where the workshop is held, so to tap into the live experiences, their study and cultural contexts the students are familiar with and are able to make a tangible and meaningful connection between global goals and regional/local implementation as well as challenges wherever they are (i.e. what still needs to be done).</p> <p>This activity lays a bridge between the global and the local/regional as well where we stand with the implementation of the SDG and what is still necessary to be done into the future and shows there is still a long way to go in order to achieve the SDG by 2030 and hence stepping up our efforts, by involving everyone is more critical than ever before.</p>	<p>The class should be divided into groups (between 3 to 6 students each) and the groups should form small discussion circles (chairs in a circle) so they are able to discuss the topics in the groups.</p> <p>Students in small groups try to assess the extent to which selected sustainable development goals (SDG) have already been achieved in your country . E.G: 1 - No poverty, 2 - No hunger, 3 - Good health and well-being, 4 - Quality education, 5 - Gender equality, ev. 7 - Affordable and clean energy, ev. 12 - Sustainable consumption and 13 - Climate protection measures in your country (or according to your assessment in your environment). The SDG may need to be broken down to some simpler and understandable questions related to the regional context, acknowledging that not all aspects of each SDG can be covered in this activity, but the most important ones. (e.g. SDG 1- No poverty can be framed like: 0% - All people in the country are poor and are unable to pay all bills (e.g. for electricity or heating) and are unable to buy their children things they may need and cannot access social support services or 100% - No one in the country is poor and all people are able to pay all the bills (for energy, housing, food, health, etc.) and are able to buy all the things they need and have good access to social support services). Reality will likely be somewhere in between, for example there are between 15 and 20% of people in Austria living below the poverty line and hence the SDG may be reached at 80% or so with other people struggling to make ends meet). It is important to frame the questions according to your regional context, which may differ significantly between countries/regionals (e.g. global north and global south) as well in context of your students background, studies and experience levels. So you need to prepare the questions before the workshop, and can also show this on slides if you wish.</p> <p>The students estimate in percent first in their small groups (rough estimates are OK as this is not very precise to begin with). Each group announces its estimate which is entered into a table (on white board, flip chart or electronically). Then a class average is calculated and then the actual achievement of the target in your country is presented.</p> <p>The reasons and backgrounds to the level of achievement of each chosen SDG are discussed interactively with the class and some of the issues and challenges which you as facilitator know about in relation to the specific SDG locally/regionally as well as showing the complexity of the SDG (with their many varied targets). E.g. SDG 2 is about ending hunger in all its forms, but also ending malnutrition, affordable access to healthy and nutritious food, environmentally friendly and sustainable agriculture, which opens up a very large field in any country for work to be done.</p> <p>The end result can also be displayed as a histogram graph if you have entered the data electronically into a spreadsheet or the facilitator can use "www.mentimeter.com" to do this.</p> <p>At the end a comparison with the achievements (or non-achievement) of the SDGs in another country (e.g. a country from the global south if you are in the global north or vice versa) - useful to show this as a histogram graph in a slide. The students are asked which SDGs have been better fulfilled in the other country than in your country and the reasons for this. For example SDG 12 - "Sustainable consumption" and SDG 13 - "Climate action", where countries in the global south often have a high percentage of achievement of these goals and countries of the global north have a very low achievement rate - and ask why this is the case and what it may mean (e.g. vulnerability to climate change impacts and lack of resources to deal with it in the global south).</p> <p>Up to date data on the achievement of SDG can be found for each country (and also regions) here: https://www.sdgindex.org/ (you may need to translate the data into % achievement for each SDG, based on your knowledge and judgement, because the Index has limitations due to data weighing and data availability for creating the index and should be used with some caution).</p>	30 mins



Full Day



Half Day

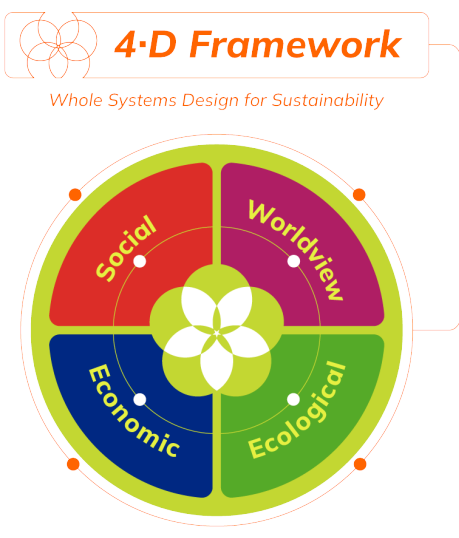




Script for a full & half day training in 16 or 14 movements



Movement 9	Why	How	Time
<p>Using the SDG flashcards and questions on them for a deep dive dialogue on systemic exploration of select SDG of local (or study) context and perceived importance ('deep dive, and optionally also 'wide dive, dimensional dive, priority dive') including harvesting</p>	<p>We will introduce a number of ways the SDG flashcards can be used as learning tool to spark and deepen systemic conversations around SDG implementation.</p> <p>The intent is to start to familiarise ourselves with the SDG in general and with different SDG in particular on what they may mean for us personally and collectively locally/regionally and in relation to our context (be it our study, projects, issues or concerns we care about or work on). This is best not done by looking at the targets related to individual SDG (which you can eventually still do), but more so to develop a deeper understanding and also "feeling" for the SDG for your work/study in participants context and this relates to the different dimensions of sustainability for each and every SDG.</p> <p>The outcome of this exercise should be that participants develop a deeper understanding of the meaning behind the SDG and how they not only relate to the different dimensions of sustainability, but also how they relate to your local/regional contexts (be it also participants own life, but also the study/work they do and the projects/initiatives they care about).</p>	<p>How (SDG 'deep dive'): Start with each group (of 4 to 6 students) to select one SDG card of their choice (or randomly) and they should briefly review the background information on the card to understand the context of the particular SDG. Then start to review the questions posed in the 4 dimensions of sustainability and let them sink in for a moment and briefly reflect on them. Then one person who wants to start, starts with answering the first question in one of the dimensions. Each person should then in turn provide their perspective on this question. Work your way through each question, and each person should provide their perspective in each round of question. Try to be brief in your answers (maybe 1 minute per person and/or at least provide each and every person equal time to speak). Assign someone to take summary notes of what is spoken. At the end you can make a final round, where everyone can speak to what they may have learned by exploring the questions, hearing different perspectives and any remaining issues or questions and also how everyone felt about going through this exercise (again about 1 min each).</p> <p>Students may or may not relate this exploration to a specific issue, project, concern, initiative, etc. or not and answers to the questions will likely be different if you do that. It's up to them and both ways of exploration will work well and the exploration can be done in both ways, once without relating it to a specific project/issue/initiative and once by doing so - and see if and what different answers may come up (if time permits).</p> <p>There are additional options for this exercise/activity, but for a half day workshop only one option would likely be possible. You go about these alternatives in the same way as the "deep dive" above. In a workshop you may want to use all of these approaches in order to explore and get to know the SDG in different, various and deeper ways, but this will depend on your available time, prior knowledge in your group and purpose and focus of the workshop:</p> <p>SDG wide dive: Choose 3 to 4 "priority" SDG (either based on your intuitive choice or based on "priority" for your project/initiative/issue) and explore the questions posed on the 3 to 4 SDG, not so much in detail but in combination.</p> <p>SDG dimensional dive: You can select 3 to 4 SDG and choose one particular dimension (either social, ecological, economic or worldview) and explore your chosen dimension on each of the chosen SDG and answer the questions.</p> <p>SDG priority dive: You select one priority SDG which you consider of "utmost" importance (either based on your intuitive choice or based on "priority" for your project/initiative/issue) and explore the questions posed in all dimensions on each of the 3 SDG cards for this particular SDG (12 different questions). This exploration may take a bit more time due to the additional number of questions to consider (in a group setting you may choose maybe 3 to 4 rounds of exploration to be able to answer all questions posed).</p>	<p>20 mins</p> <p>Half Day</p> <p>60 mins (approx. 15 for each part)</p> <p>Full Day</p>





Script for a full & half day training in 16 or 14 movements



Movement 10	Why	How	Time
<p>part 1/3</p> <p>Prioritise and identify 'catalyser' SDG for your locality/ project or other and systemic connections (from local to global - north to south) of them in groups and harvest insights - 'deep dive, - use of the SDG wheel mapping tool</p>	<p>One crucial take-home message for participants is that the SDGs are not 17 separate goals but a series of interrelated aspects of the overarching aim of promoting sustainable development in a systemic way.</p> <p>While there might be a difference between the Global North and South in priorities and urgency of implementation with regard to particular SDGs, achieving the Global Goals means finding ways to effectively foster South-North collaboration and ensure a whole systems design approach to SDG implementation everywhere (from local to global).</p> <p>This movement challenges participants in their working groups to explore the relationships between the SDGs in the context of place and socio-economic conditions. You can start this conversation by asking groups to identify 3 to 4 particular 'catalyser SDGs' that unlock and enable the implementation of all or at least many of the other goals in a particular locality. Again these may differ between locations or between Global North and South.</p> <p>We are deepening the practice of whole systems thinking about the 17 SDGs by harvesting insights from the different groups and inviting reflections on whether and why groups with a similar location focus might have come to similar - or different - results.</p>	<p>Background: It might be useful to give participants a little background for this movement, or you can choose to set them to work and see what insights they generate among themselves. The concept of a 'catalyser' is borrowed from chemistry where the presence of a certain substance - a catalyst - enables a reaction to be faster and more effective. In a metaphorical sense a catalyser SDG is a Sustainable Development Goal that, once implemented in a community or organisation, will enable the more effective and efficient implementation of many, if not all, of the other SDGs.</p> <p>Since people's basic needs have to be met first in order for them to become effective participants in the implementation of the SDGs, it is possible that you may come across different catalyser SDGs in different locations. This will depend on the level of basic development and wellbeing in that particular location. For example, in communities in the Global South that are falling short on the implementation of SDG 2 (Zero Hunger), SDG 6 (Clean Water and Sanitation) and SDG 7 (Affordable & Clean Energy), local people may not be sufficiently resourced or motivated to work towards the implementation of or improvements in any of the other SDGs directly.</p> <p>In the Global North or developed countries where basic food, water, sanitation and (clean) energy needs of the population might be met in a more satisfactory way, working on SDG 4 (Quality Education), SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) might support a catalytic chain-reaction that enables improvements in many other goals in a more systemic way. As the 'wedding cake' graphic of the SDGs created by the Stockholm Resilience Centre (see card 56) communicates visually, the abundance generated by healthy ecosystems functions (SDGs 6, 13, 14, and 15) are the fundamental basis for a healthy society and a functioning economy.</p>	<p>30 mins (20 mins + 10 mins harvest)</p> <p>Half Day</p> <p>45 mins (30 mins + 15 mins harvest)</p> <p>Full Day</p>





Script for a full & half day training in 16 or 14 movements



Movement 10	How	Time
<p>part 2/3</p> <p>Prioritise and identify 'catalyser' SDG for your locality/ project or other and systemic connections (from local to global - north to south) of them in groups and harvest insights - 'deep dive, - use of the SDG wheel mapping tool</p>	<p>How: In this movement you need to divide the class in small working groups (say 4 to 6 persons per group). The aim is to get roughly half of the groups to work with a focus on the Global South and the other half with a focus on the Global North. Ask the groups to draw on what they know and - if they want to - find additional information online using their mobile phones.</p> <p>Create a 15 minute conversation with everyone taking notes on a large piece of flip chart paper in the middle of the table - in 'World Café' style - to explore whether the group can identify three or four specific catalyser SDGs that would need to be implemented in their location of focus in order to unleash a process that would allow for an easier implementation of many other SDGs in that place/ organisation/country/region/sector.</p> <p>Invite exploration of the systemic interconnections between the different SDGs. What needs would have to be met, or what conditions would have to be set, in order to create a systemic enabler for all the other SDGs. Ask people to prepare notes on their 'table cloth' in a way that supports reporting back to the large group, the main aim being to identify 3 to 4 catalyser SDGs in their region they focus on and why they play an important role, with the additional invitation to highlight any systemic connections that are particular to that place.</p> <p>For example the development of a local renewable energy cooperative (i.e. generation, distribution and supply of renewable energy organised, built, distributed, maintained and democratically managed by the local community), has its basis in SDG 7 (Affordable renewable energy), but has direct and indirect positive effects on SDG 13 (Climate Action), SDG 11 (Sustainable Cities and Communities), SDG 8 (Decent work and economic "growth"), SDG 9 (Industry, Innovation and Infrastructure), but likely also on SDG 1 (No Poverty), SDG 12 (Responsible Consumption and Production) and SDG 17 (Partnerships for the Goals). But you may also be able to identify some trade offs as well, for example in relation to SDG 15 (Life on Land) due to increased land and resources use or SDG 16 Peace and Justice and Strong Institutions) in relation to social conflicts and issues with increased resources extraction especially in the Global South, and more...</p> <p>You can expand on the various SDGs and how they affect and are affected by your project/initiative in greater detail to the extent you find it useful for your purposes and for you to understand the issues sufficiently.</p> <p>Option: For this exercise you could use the SDG wheel mapping tool, which provides the SDG in a circular pattern (wheel), and if printed on a larger scale (e.g. on A1 or A0 paper - which you can likely do in a print shop near you) useful particularly if you work in a group, or you can also do it online by putting the SDG wheel on a platform like Miro or Mural (or similar) where you can draw and write collaboratively online. On the wheel you can draw and comment on the connections of your project/initiative... to the different SDG and describe them (and can also use different colours for example for synergies and trade offs). In this way you can get a better view of the interconnectedness of the SDG into a "web of SDG meaning".</p> <p>Harvesting: How much time you can give to each working group for a very brief report back from their conversation depends on how big the overall group is and how many working groups you have divided them into. Assuming that you are working with the optimum group size of 25 to 30 people, you would have 5 or 6 working groups. In that case you could give each group between 1 and 2 minutes to report their main insights.</p> <p>Remind them to state clearly:</p> <ul style="list-style-type: none"> i) whether they were looking at the Global North or South in general or whether they decided to pick a specific locality or country in those contexts; ii) name the 3 to 4 catalyser SDGs they identified and why prioritising those 3 to 4 SDGs initially would unlock a pathway towards better implementation of all the other goals in that place; iii) highlight any other systemic relationships between the SDGs, noteworthy North-South differences, or insights from exploring the location or region-specific implementation of the SDGs. 	<p>30 mins (20 mins + 10 mins harvest)</p> <p>Half Day</p> <p>-----</p> <p>45 mins (30 mins + 15 mins harvest)</p> <p>Full Day</p>



Script for a full & half day training in 16 or 14 movements



Movement 10	How	Time
part 3/3 Prioritise and identify 'catalyser' SDG for your locality/ project or other and systemic connections (from local to global - north to south) of them in groups and harvest insights - 'deep dive, - use of the SDG wheel mapping tool	<p>You may want to use a flip chart or white board to write down key words or key insights that come from each group, as they report back. This can then serve as a basis for some reflections invited from the whole group on what can be learned from this way of homing in on a number of priority SDGs within a specific socio-ecological and economic context.</p> <p>You will have to respond to whatever the working groups have generated as insights from their conversation. If there is a general agreement on some SDGs being more important (or so far less well implemented) in the Global North or Global South, then explore together why that may be so (time permitting).</p> <p>If groups who focused on more specific countries or regions in the context of the Global North/South came up with different catalyser SDGs for different locations in the North and South, invite reflections from the whole group on what kind of insights we might be able to draw from this.</p> <p>Emphasise that the training is aiming to put conversations in place - focused on specific communities, localities, bioregions, organisations or businesses - about the relevance and challenges/opportunities of SDG implementation in that particular context. As such, all voices and insights are welcome and what matters is the conversation and the learning together. There are no right or wrong answers, only a process of collaboration between people to gain a deeper and more multifaceted understanding about what we need to do in order to support the implementation of the SDGs in different contexts.</p>	30 mins (20 mins + 10 mins harvest) Half Day  ----- 45 mins (30 mins + 15 mins harvest) Full Day 



Script for a full & half day training in 16 or 14 movements



Movement 11	Why	How	Time
Identify and discuss 'low hanging fruit' SDG implementation in your locality/ context (existing or on the way) - group work (what we already do)	<p>This movement is about identifying easy ways to create dynamism around SDG implementation in a specific community, organisation or sector.</p> <p>The excitement that comes with early successes can help to create more participation and motivation - building on already existing and successful initiatives and those SDGs that can be considered 'low hanging fruit' easy to implement.</p> <p>By focusing on those SDGs first and paying attention to their connections with each other, participants are again invited to think of the SDGs not as a series of independent goals but as interconnected aspects of a whole systems approach to achieving sustainable development.</p> <p>The subsequent 2 movements take this systems thinking approach further and relate the 'low hanging fruit' to goals still in need of improvement (Movement 12) and look at enabling conditions for successful implementation (Movement 13).</p>	<p>For the next 3 movements, it is best to let each working group focus their conversation on local projects, initiatives, organisations, contexts (also related to their studies, the campus or other). Invite the group to think about the sector or scale they are focusing on and to ideally bring a specific location, organisation, project or context to mind as they have their conversation. It is best to choose a specific community, project, initiative or organisation that all or most of the working group have experience of (e.g. the University/College).</p> <p>Depending on the diversity of the group you are working with and whether they all come from the same geographic location or not, groups will be able to add realism to their conversation by focusing on a specific locality or organisation, project, initiative or will have to explore more generally what role the sector they decided to focus on plays in SDG Implementation. It is important to highlight that each group will stay with their specific focus for the next 3 movements.</p> <p>Offer a brief preview of the next 3 interconnected movements:</p> <p>i) First (Movement 11), there will be a 15 minute exploration in working groups of the 'low hanging fruit' (those SDGs that already have tangible and successful examples of implementation in the location, organisation, initiative, project the group is focusing on).</p> <p>ii) Second (Movement 12), there will be another 15 minutes of group work around the opportunities represented by yet 'outstanding SDGs' in the group's focus (such SDGs might still lack successful examples of implementation but might naturally follow on from the 'low hanging fruit' or represent such an important still unmet need that it will be relatively easy to mobilise resources and people's commitment to creating new implementation projects to support achieving those SDGs).</p> <p>iii) Third (Movement 13), will give each working group an opportunity to revisit the 'low hanging fruit' and 'outstanding SDGs' they identified in their group's focus and choose one or more of each of them to have a more in-depth conversation about the policies, resources and activities needed to further improve or activate the implementation of those SDGs.</p> <p>Remind the working groups of the following:</p> <p>iv) Each working group should use flip chart paper in the middle of their table and the provided marker pens to take notes of their conversation. You may want to suggest that one person per group takes the role of ensuring that the main outcomes of the conversation are captured either collectively or by assigning the role of a main note taker whose notes others can add to on the World Cafe 'table cloth'; or through the use of the SDG wheel mapping tool.</p> <p>v) It is helpful to collect specific examples of successful SDG implementation projects or activities that they are aware of in the context of their group's focus. They might want to keep notes of organisations, websites, specific programmes that different members of the group offer as examples based on their experience or knowledge.</p> <p>vi) Highlight any interrelationships between different 'low hanging fruit' SDGs and how they in turn might enable and set the conditions for implementing other SDGs that still leave room for improvement.</p> <p>vii) The SDG Flashcards can be used to offer more background or spark new insights, if they feel stuck.</p>	15 mins



Full Day



Half Day





Script for a full & half day training in 16 or 14 movements



Movement 12	Why	How	Time
Identify and discuss 'outstanding' SDG in your locality/region/context (what is still to be done) - growing edges	<p>This movement invites each working group to identify particular SDGs in their area of focus that are still lacking examples of successful implementation.</p> <p>The aim is to turn what might be perceived as problems into opportunities for systemic intervention - working from the areas of strength identified in Movement 11 towards identifying possible activities that will help to manifest latent potential through collaboration and systemic Integration.</p> <p>By calling SDGs in need of better implementation 'outstanding SDGs' they are given a special importance without using a framing that categorises them as a problem Issue.</p> <p>Working with these SDGs and exploring new ideas of how to create projects that drive their effective implementation is working with the 'growing edge' of the system. The more SDGs are successfully implemented, the easier it will become to support the implementation of the remaining SDGs.</p>	<p>While the last movement identified the 'low hanging fruit', during this movement the working groups continue their conversation around their focus community, projects organisations, initiatives, and identify the opportunities on the 'growing edge'.</p> <p>The aim is to explore how successful implementation of the 'low hanging fruit' has created the condition for working on outstanding SDGs that still need to be implemented in the context of the group's focus. If groups get stuck in this movement, it can be particularly helpful to invite them to first identify the SDGs that are still lacking examples of successful implementation and then use the SDG Flashcards relating to the identified outstanding SDGs to spark new ideas for implementation projects.</p> <p>Remind the participants that both in a personal and a collective context 'growing edges' can be somewhat uncomfortable as they always have an element of not-knowing and transformation as we move from latent potential to expression. Yet, it is precisely that latency and the need for transformational change which activates the opportunities waiting to be realised.</p> <p>The challenge in this movement is again to think of the different goals in an interconnected manner and explore how, by starting from a place of strength and existing dynamism (the 'low hanging fruit'), we can create systemic relationships and supportive conditions that make work on outstanding SDGs easier or more effective.</p> <p>Invite the working groups to reflect on what enabling conditions created the context for the 'low hanging fruit' and which systemic impediments have so far stopped attempts to create improvements with regard to outstanding SDGs. This might give them the necessary background to co-create proposals for how the latent potential in the outstanding SDGs can be made manifest.</p> <p>Another way to spark innovative ideas about how to create new projects in support of effective implementation of outstanding SDGs in the context of the working groups focus area, is to invite people to reflect on whether they are aware of any other successful projects anywhere that successfully implemented those SDGs. Once they have identified possible case studies that could offer inspiration, they can explore how and whether these examples could be adapted to the working group's focus.</p> <p>Note: In general, you may not want to give all the instructions at once and keep the time you use for framing each movement as short as possible, in order to maximise the time the groups spend in conversation and learning from and with each other. Once the groups are working on the challenge set in each movement, you and your co-facilitator can walk from small group to small group and add some of the reminders offered in the 'how' section of each movement to those groups that seem in need of help.</p>	<p>15 mins</p>



Full Day



Half Day





Script for a full & half day training in 16 or 14 movements



Movement 13	Why	How	Time
Mapping and dialog on the 'implementation synergy triangle: policy, resources and activities (for low hanging fruit & outstanding SDG) in locality or context (what is needed to move forward)	<p>This movement offers an opportunity for each working group to revisit specific SDGs they have identified in the previous two movements as either 'low hanging fruit' or 'outstanding SDGs' and explore them through yet another lens (perspective).</p>	<p>After the last 2 movements (11 & 12) there was no time allowed for feeding back experiences and insights from working groups to the large group. This movement offers an opportunity to revisit and deepen the conversation about one 'low-hanging fruit' and one outstanding SDG that was identified previously and look at them through the lens of the framework of the Implementation Synergy Triangle, as well as spending 10 minutes at the end of this movement harvesting some reflections and insights from the different groups.</p>	25 mins
	<p>New strategies and systemic interventions can be identified by asking the groups to reflect on specific SDGs through the lens of the 'Implementation Synergy Triangle' of the policies, resources and activities that either contributed to successful implementation or have yet failed to help the expression of 'outstanding SDGs'.</p>	<p>Invite groups to pick one example of a 'low hanging fruit SDG' and an outstanding SDG and write that SDG in the middle of a fresh flip chart sheet. Next, ask them to draw a triangle around that SDG and write the words policies, resources, and activities on each of the points of the triangle.</p>	Half Day
	<p>Each movement offers a particular way of working with and thinking about SDG implementation. The time spent on each movement is relatively short in order to introduce different ways of working. After the training people can work on specific SDGs in specific contexts with the aim of using the ideas generated to actually strengthen existing and support new implementation initiatives and projects.</p>	<p>Ask the groups to quickly brainstorm which policies, resources and activities enabled the successful implementation of projects in support of the 'low hanging fruit' and which policies, resources and activities are lacking to move the outstanding SDG from latent potential to effective expression.</p> <p>Remind groups that they should move through this relatively quickly, spending roughly 7 to 10 minutes on each of the two SDGs they decided to use as examples. If they manage to do so with time left for dialogue, invite them to take a closer look at the dynamics between the 3 points of the triangle and how enabling policies and adequate access to human, financial and other resources can enable the kind of activities that support successful implementation. Likewise, identifying the lack of enabling policies and resources can help to identify what activities might be needed to invite a necessary policy change or attract the resources needed to successfully implement a yet outstanding SDG.</p> <p>Keep track of time and give the groups a clear signal when they have 2 minutes left to wrap up one triangle, and when to shift to the second example after 10 minutes. Aim to have about 10 minutes at the end of this movement to invite reflections and insights from the different working groups.</p> <p>Depending on how detailed these reflections are from each group you should have time for a brief report back from at least 3 and ideally all of the groups.</p> <p>Ask each group to write the specific community, project, initiative or organisation that they were focusing on in the upper right corner of the flip chart sheets they used for each triangle and make sure to capture the results as photos to be shared with the whole group after the workshop.</p>	30 mins Full Day





Script for a full & half day training in 16 or 14 movements



Movement 14	Why	How	Time
Identifying and develop one SDG implementation project per group (or whole class) to focus on (with SDG project canvas)	<p>The previous movements will have hopefully generated a whole range of initial ideas for projects that could help the implementation of specific SDGs in the context of the working group's focus. In this movement the working groups will spend some time going into more detail on how to plan a new implementation project.</p> <p>The use of the 'SDG Project Canvas' applies an adapted version of the 'business model canvas' in order to create a rapid ideation and strategising process that enables groups to quickly brainstorm and structure ideas for how to design, fund and implement an initiative.</p> <p>The best results are achieved when working groups are challenged to create SDG implementation projects that address a series of interconnected goals in a systemic way. This invites people to explore synergistic relationships that can be leveraged by whole systems design and exploring the SDGs from four dimensions.</p>	<p>For this movement give each group a large A0 to A2 version of the SDG Project Canvas; alternatively give them a small A4 print out of the canvas and a large flip chart sheet and ask them to quickly copy the layout of the canvas and the questions for each of the sections of the canvas onto the flip chart.</p> <p>Ask the group to choose one of the ideas for an SDG implementation project that they generated in the previous movements of the day. Encourage groups to explore combining the implementation of various SDGs through an integrated project. Suggest that it is best to choose a project that the group would ideally be willing to take further into actual implementation.</p> <p>Give each group a series of post-it notes and fine-tip marker pens and ask them to take about 20 minutes brainstorming together, to have at least some ideas (approximately 5 or more post-its) collected for each of the sections of the canvas. The aim here is to quickly collect ideas that can serve to add realism and become elements of an outline strategy for implementation of the project. Get them started in groups swiftly and then circulate between the working groups to support them and keep them generating ideas.</p> <p>After 20 minutes invite the groups to stop the brainstorm and move on to revisiting every section of the canvas with the aim of clustering the post-its (create groups of ideas that are closely related) and to see if there is a way of prioritising ideas based on their relevance for the success of the project and/or the sequence along a timeline for strategic implementation of the project. Let the groups know that they have about 20 or 25 minutes for this phase, to make sense of the ideas generated in the brainstorm and bring them into a coherent narrative of how the project will (could) be implemented successfully.</p> <p>It may be useful that each group is choosing one person to facilitate the brainstorm and another the clustering exercise. Also let them know they will present the results of their SDG Project Canvas work in the next movement.</p> <p>Note: There is always a creative tension that has to be managed by the facilitator between giving the working groups what might feel - to them - as too little or too much time for the task you are setting. Try to encourage people to just roll with it and do the best they can in the time available.</p> <p>Tell them there is no wrong way of doing this, since the main point of the training is to become familiar with the use of the flashcards and materials and the different exercises in each and how to harness this for projects, initiatives, groups, organisations,... also in future.</p> <p>Clearly, a group that decides to actually implement the project they have been working on (maybe as part of their course of study) will revisit and deepen the results and strategy they started to generate in the workshop.</p> <p>While the participants are engaged in the different working groups, you and your co-facilitator can circulate from group to group, giving them opportunities to ask clarification questions, making sure they move along to work with all the sections of the canvas, and if they are stuck suggesting ideas or that they might use the flashcards as an inspiration to generate more ideas.</p>	<p>40 mins</p> <p>Half Day</p> <p></p> <p>-----</p> <p>45 mins</p> <p>20 mins for the brainstorm phase</p> <p>25 mins for the clustering and strategy phase</p> <p>Full Day</p> <p></p>

SDG Project Canvas

Key Partners: Who needs to be there to collaborate?	Key Activities: What activities are needed to make this SDG implementation project? (Campaigns, a success in our organisation/business?)	Theory of Change: How exactly will this project/campaign enable the implementation of SDGs... in our organisation/business?	Engaging Participants: How will the project/initiative ensure wide-spread participation in the project and the implementation of SDGs...?	Impact: Who will benefit directly and indirectly and why?
	Key Resources: What human, financial and other resources are available and needed to make the project/campaign a success?		Key Policies: What policies and support from senior authorities are needed for success?	
Costs: Which human resources, infrastructure, materials, and logistics need to be financed in order for the project/campaign to become successful?	Designed: By: For: Date of Training:	Investment, funding and income streams: What possible sources of investment, funding or in-kind support could help to cover the costs?		

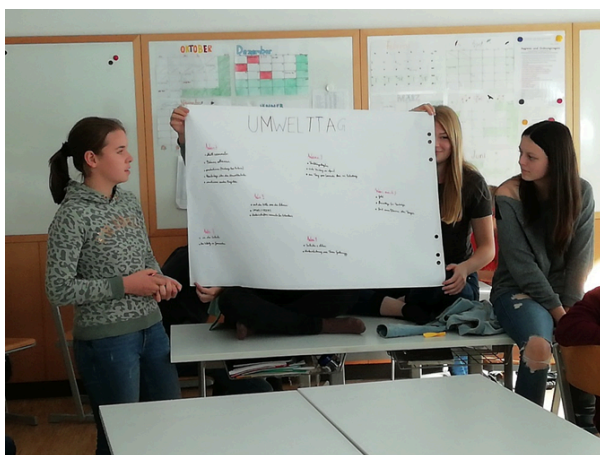
SDGs Implementation Business Project Canvas, Version 1.0a Creative Commons Copyright 4.0 NC



Script for a full & half day training in 16 or 14 movements



Movement 15	Why	How	Time
Mini presentation of group SDG projects - pitches (including feedback and discussion)	<p>By this stage of the workshop each working group should have generated a more or less detailed idea & plan for a specific project that would improve implementation of a specific SDG (ideally multiple SDGs synergistically). This project will be focused on the context that the group set itself (sector, scale, locality).</p> <p>After spending some time going into more detail on their projects with the use of the 'SDG Project Canvas' this movement offers an opportunity to present the results of their cooperation to the larger Group.</p> <p>The mini-talks give an opportunity to practise a concise and engaging presentation. More importantly, everyone gets to learn from the ideas, strengths and weaknesses in the project plans generated by other groups. The presentations also</p>	<p>At the start of this movement give the working groups 5 minutes so they can prepare their mini-presentations. Assuming you are working with an ideal group size of around 5 to 6 working groups of 5 to 6 people each, you can give each group between 2 (half day workshop) to 3 minutes (full day workshop) for their presentation. If you are working with larger groups, it is sometimes better not to have all the groups present. Avoid having more than say 5 to 6 short 3 minute presentations, as it can get tiring to follow. You will have to use your own discernment as a facilitator to adjust timings and flow to your group size and local rhythms of meal times and working days.</p> <p>Remind the groups that they are only preparing an 'elevator pitch' of their SDG implementation projects. They should focus on the 4 important questions of 'what' (the basic idea is and what SDG(s) they focused on), 'how' (the project aims to support implementation of these goals and how they will go about it) 'why' (this is important to their group or organisation of focus) and 'who' will be involved in implementing the project and creating widespread participation in it and 'by when' should the project be implemented, and maybe also 'what else' is needed..</p> <p>If you have to cut the time for presentations for each working group to a minimum, you might ask them to report back in the style of a 'breaking news radio announcement' or in the style of a 'headline in the local newspaper'. It is better to set the groups the challenge to report back very briefly and therefore have some flexibility if one of the groups ends up taking a bit longer, or it is very worthwhile to allow a little bit of time after each presentation to ask some clarifying questions to each group.</p> <p>Make sure to move the process of presentations along swiftly to keep an active dynamic going. Stop people from getting into discussions or 'question and answer' conversations after each mini-presentation and remind them that after the presentation there will be time for reflections and facilitated dialogue in the large group to answer questions or highlight insights or learning outcomes.</p> <p>Make sure to keep it fun and light-hearted. If necessary, remind the participants that psychological research has shown that we are at our most creative in 'play mode'. Invite them to have fun while aiming to communicate the main ideas and creative insights they generated while working with the SDG Project Canvas on their proposed SDG project (also use of drawings, poems, poetry slam, or similar is permitted - they can get creative).</p> <p>Presentations can be done by one member of the working group or as a team. Ideally you will have time for 5 to 10 minutes of dialogue and reflections at the end of this movement. It is easiest to call for individuals to share perspectives and moderate the conversation by calling on people who raise their hands. Invite people to make shorter statements when necessary so more diverse voices can be heard. Remind the participants that the whole workshop is a participatory process of increasing our collective intelligence about SDG integration and implementation, and getting more out of the group's wisdom means hearing more of the perspectives and voices represented in the group.</p>	<p>20 mins</p> <p>Half Day</p> <p>30 mins</p> <p>Full Day</p>
	<p>create a sense of achievement for everyone, as they learn about a series of possible projects that will increase SDG implementation in their community, locality, group or organisation.</p>		





Script for a full & half day training in 16 or 14 movements





Movement 16 part 1/2	Why	How	Time
<p>Closure sociometric mapping, evaluation and closure</p>	<p>It is important to give participants some time to reflect on their experience in the workshop and the spontaneous feedback you can harvest at the end of the training can help you learn as a facilitator and improve subsequent workshops.</p> <p>At the end of a long and intense day, it is also important not to spend too much time on feedback and closing.</p> <p>We assume that the students know each other or are able to keep in touch with each other (hence no need for email lists).</p> <p>You can send them a link to a brief online survey to harvest additional feedback on the training a few days after the event (if that is OK with the workshop host), at the same time as you send a group photo and some of the images of their work you captured during the Training (if they agreed to that and/or better send it to the event organiser and they can take care of further distribution).</p>	<p>One quick way to get feedback from everyone without everyone having to speak (which can take too long) is again to offer a series of feedback constellations and invite people to physically position themselves in the room along a spectrum that these questions create.</p> <p>Here are two examples for possible feedback constellations (you can create your own):</p> <p>i) If you feel like you know a lot more about the SDGs than at the beginning of the day and feel inspired to take what you learned into your further studies or professional and private life to support SDG implementation in creative ways, stand at this end of the room. If you feel that after spending the day working on the SDGs you are less interested in getting involved with an implementation project and would rather leave that work to others, stand at the opposite end of the room.</p> <p>ii) If you feel excited about the flashcards, the SDG Project Canvas and SDG wheel mapping tool (and the existence of a detailed SDG Multiplier's Handbook' and other tools to be found in the Gaia Education SDG webpages), stand on this side of the room, and if you think that they are not so valuable and useful for working creatively and practically on the local implementation of the SDG for your context, stand at the other side of the room.</p> <p>In both constellations, the facilitator can yet again 'interview' some of the participants about why they chose to position themselves in that particular place along the spectrum.</p> <p>If it is appropriate and agreed to, It may be useful to get someone to take a group photo of you and your co-facilitator(s) with all the participants. This can help your own memory of the group (if you are contacted by anyone with follow-up questions), it can be used for advertising the next training, and it offers a nice memento to the whole group, along with any other photos of the day. Remember to exclude those who do not want their picture taken or to be used for media purposes.</p>	<p>20 mins</p> <p>10 mins constellation 10 mins closing circle</p> <p>Full Day</p> <p>Half Day</p>





Script for a full & half day training in 16 or 14 movements



Movement 16	How	Time
part 2/2		
Closure sociometric mapping, evaluation and closure	<p>The easiest way to keep the final closing round short and to the point is to invite everyone to stand in a circle - shoulder to shoulder - and ask everyone to say just one word, or at the most one or two sentences that would help them feel complete or that simply reflect how they feel after the day. Pass the first word of the closing circle to the person on your left - with your co-facilitator(s) on your right - to ensure that at the end of the circle the turn will come to you to say a few closing words and thank everyone for taking the time to engage and participate.</p> <p>You may also want to remind everyone that they will receive a link to a short questionnaire (if the event organiser has agreed to that) via an online survey tool, and that feedback given in that context will help you improve future workshops. Try to end on a high note with positive encouragement for the creative ideas that were generated together and the exciting potential that lies in people actually going on to implement all or some of them. Remind them of the 'ripple effect' that would go out from the day if all of them become SDG 'ambassadors' by talking to others about it, completing their projects and maybe recommend the SDG workshops to others (we can always come to other places to hold such workshops).</p> <p>For a relaxing and lighthearted end for the workshop, play some music and ask the students to move around as they wish and/or clean up the room and put everything back to a state needed..</p> <p>Music Suggestion: "We Love the SDG" by Alan Atkisson - LINK or "Tell Everybody The Global Goals" - LINK</p>	20 mins 10 mins constellation 10 mins closing circle
		Full Day  Half Day 