

G.I.N. Project Workbook



WELCOME TO THE GLOBAL ISSUES NETWORK

As Global Citizens, it is YOUR time to ACT. This is (Y)OUR time to create local-global change and have a global impact! This G.I.N. Workbook will take you through the process of creating and developing a sustainable G.I.N. Project that will change you and your local community forever.

WHAT IS A G.I.N. PROJECT

A G.I.N. project can take many forms. It is an expression of passion and a result of effective collaboration. A G.I.N. project is focused on working to sustainably address global issues in your direct community. G.I.N. student teams develop G.I.N. projects through dialogue and research in their community driven by their self-identified passion. Student teams are expected to create a sustainable G.I.N. project based on community identified needs and issues while, incorporating and tying together the following thinking frameworks to effect change: historical methodologies, cultural perspectives, community-centered empathetic action, as well as sustainable design and systems thinking. Within this process, students formulate a shared understanding, expression, and implementation of local solutions to global problems.

Your project can focus on any issue you and your community have found to be important. Your project must aim to make real and sustainable change in your community. You can start with your school, your neighborhood, your city, your country, your world; you define (Y)OUR community. Remember, it starts with you!

To make lasting positive change we must realize that this is a joint effort, one that necessitates that we listen and work with our direct community and around the world, shoulder-to-shoulder, to empower and educate each other, as a local-global team of changemakers.

(Your Project Team Name)

WE ARE GLOBAL CITIZENS COMMITTED TO
LIFELONG-LEARNING & SUSTAINABLE-COMMUNITY-CENTERED EMPATHETIC-ACTION.

You have just embarked on a journey toward bold empathetic action.

You are empowered

You are global citizens

You are lifelong learners

You have the courage to lead & follow

You are teachers and students of and for our shared world;

it is OUR time

INSTRUCTIONS FOR G.I.N. PROJECT TEAMS

- All G.I.N. Project Teams will register on the main site as individuals and soon as G.I.N. teams.
- All G.I.N. Project Teams will complete a G.I.N. Project Action Plan.
- Advisors and Mentors will support Project Team/s in the G.I.N. Workbook process.
- Share Your message:
 - Your personal work
 - Your collaborations
 - Present your work to your, class, school
 - Local outreach education workshops
 - Go to a regional or global G.I.N. Conference and present

G.I.N. PROJECT OBJECTIVES

- G.I.N. Teams will document their project process to support best practices in understanding and creating sustainable change.
- G.I.N. Teams will work to empower Global Dialogue and Action through their work as local-global changemakers.
- Seek peer review
- Keep learning more about the subject
- Measure, Evaluate and Analyze
- Improve, Innovate and reiterate your ideas
- Final Product: There is no final product there is an evolution of process. Our work is never done!

Moving Towards Action: The Practice of the Zoom In, Zoom Out Approach

Zoom In: You & Your Local Community ⇔ Zoom out: Your Regional & Global Community

We start with finding our passion and reflect upon what drives us to action.



We create real local-global impact.

We identify our community, those around us who we hold relationships with and with whom we share a common context.



We make our work sustainable.

We examine our context, our community, it's strengths, challenges and needs.



We build an inclusive team.

We identify the local issue that moves us to action



We work to engage our passion in fashioning a community-centered project that addresses our local-global issue.



We rise to our shared responsibility as global citizens.



We identify and work to deepen our understanding of the connection between our local issue and global issue, our local-global issue.

ZOOM IN

INDIVIDUAL REFLECTION: FIND YOUR PASSION: WHAT DRIVES YOU?

WHAT DRIVES YOU? + WHAT IS YOUR MEANINGFUL CHALLENGE? = YOUR PASSION

Start with what YOU know: It starts with YOU!

Think about how you can connect what interests you, what drives you, your joy or your pain to the challenges your community faces, what does that look like for you?

Finding Your Joy: Joy is Powerful

★ How to figure this out if you aren't sure ★

What brings you joy?



What inspires you?



What brings meaning to your life?



What kinds of challenges do you enjoy?



What inspiration and meaning do you wish you could share with the world?



What would you do if you knew you couldn't fail?



What are you good at? What kind of skills do you possess?



What moves you to want to take action? Why is this powerful?



Take a couple minutes to sit down and think.

Start by describing your personality.

What activities do you enjoy?



Why? Draw out "the why."



What parts of these activities are enjoyable to you and why?



Could these "parts" of the activities you enjoy be something you are good at?

TEAM DISCUSSION: FIND YOUR PASSION: WHAT DRIVES YOU?

Note: If you have not yet built a team, please either find a thinking partner you can discuss this with or reflect on your own with the intention of discussing this with your team once you have built one.

Finding Power in Your Passion and Taking On Challenges

When you combine what you love with a challenge that is meaningful to you, you have found your passion. When you reflect and act on what inspires you, what brings meaning to your life, there is power in this.

Why is it powerful to seek, identify and build your passion?



What do we mean by building your passion?



Why is it powerful to make our work personal?



Why is it powerful to make our work meaningful?



Why is it powerful to be able to communicate what makes our work meaningful?



Why is important to be able to communicate what drives us to action and to express our passion?



How can you use the power of your passion to positively affect change on issues in your community?



How can you share this power with people around you to create positive change together?



★ Making Connections Challenge ★

Take a moment to think about how what you enjoy has been used in human history to create positive change.

Write down some examples.

How has your self-identified passion been wielded by people in history to create change in your community (local and/or global)?



* If you can't think of examples, go to your computer or the library and search a keyword that describes your inspiration (ex: music) and the term "social movement."

** Write down some of the findings that surprised you after doing some research.



TEAM DISCUSSION: EMPATHETIC ACTION, RESILIENCE & GLOBAL CITIZENRY

Note: If you have not yet built a team, please either find a thinking partner you can discuss this with or reflect on your own with the intention of discussing this with your team once you have built one.

Empathetic action, resilience, and global citizenry are the founding values of Global Issues Network.

How will you engage these values?

→ We commit to...

→ We will empower and share...

→ We will engage...

→ We will innovate...

→ We will build and grow...

→ We will listen, learn and discuss...

→ We will seek out and ask...

INDIVIDUAL WORK: MY RESILIENCE

Think about a personal challenge you have overcome:

How did you find the strength to overcome these challenges?



Did what mattered in your life become more defined, more meaningful? Did your priorities change?



How has this experience of adversity and finding your strength to be resilient changed your perspective?



Describe how you will build upon your abilities and skills that make you resilient.



GROUP DISCUSSION: HOW WILL WE BE RESILIENT?

Note: If you have not yet built a team, please either find a thinking partner you can discuss this with or reflect on your own with the intention of discussing this with your team once you have built one.

What does resilience look like to you?



Is being resilient a skill? How? Why do you think so?



How can we learn to build resilience? How do we stay resilient?



Build a team empowerment and resilience plan:

How will we support each other? How will we empower and advocate for ourselves? How will we build trust, respect and a sense of belonging on our team?



ZOOM OUT

GROUP DISCUSSION: IDENTIFY (Y)OUR COMMUNITY

Note: If you have not yet built a team, please either find a thinking partner you can discuss this with or reflect on your own with the intention of discussing this with your team once you have built one.

It is paramount to include your stakeholders, your community team, at every stage of your planning.

You cannot create sustainable change without your community partners at your side and on your team.

Identify your direct and local community:

We recommend working with who you know to start and growing your project to include more community members as you progress. You to define who your community is:



Define the term stakeholder:

Who might (y)our project directly affect?



Who might (y)our project indirectly affect?



Why is it important to understand who your

stakeholders are when creating sustainable change?



Put it all together: Who are ALL your G.I.N. project stakeholders (individuals and groups)?

We recommend creating an organizational chart, a visual representation of your community stakeholders and their relationship to each other.



GROUP DISCUSSION: IDENTIFY YOUR LOCAL-GLOBAL ISSUE

Note: If you have not yet built a team, please either find a thinking partner you can discuss this with or reflect on your own with the intention of discussing this with your team once you have built one.

What are issues you are dealing with in your life, in your community, in the world, that you feel strongly about?



Identify one local issue that you and your team would like to focus your energy on addressing?



Why is this issue and challenge meaningful to you? How does this issue affect you? Directly? Indirectly?



What [global issue\(s\)](#) is your local issue connected to? How are they interrelated?

* Take time to discuss and list the connections you identify between your local and global community issues. Share your personal experience of how you have seen these connections manifest in your own life.

- Causes?
- Effects?
- Systems?
- Patterns?

Identify your local-global challenge: Share Your Team's Local-Global Issue

→ Local Issue HERE: [Global Issue Here](#)

GROUP DISCUSSION: IDENTIFYING AS A GLOBAL CITIZEN

Note: If you have not yet built a team, please either find a thinking partner you can discuss this with or reflect on your own with the intention of discussing this with your team once you have built one.

Why is it important to identify as a global citizen when addressing global issues?



How does working locally with a global mindset create local-global impact?



ZOOM IN

GROUP DISCUSSION: BRAINSTORM & RESEARCH

Note: If you have not yet built a team, please either find a thinking partner you can discuss this with or reflect on your own with the intention of discussing this with your team once you have built one.

STEP 1: What have you observed or experienced?

Share what you have observed or experienced in answer to these questions in note and list form.

What is the history of this issue in your local community? How did it come to be?



What does your local issue look like at present?



What have you observed to be the causes of your local issue?



What have you observed to be the effects of your local issue?



What do you think your community needs to solve this local issue?



What aspects of your community are sources of pride?



What your community strengths?



Speak from your own experience.



What do you see as viable solutions to the issue?



STEP 2: What does your research tell you?

Share and link answers you have found through the course of research.

According to your research, what is the history of this issue in your local community? How did it come to be?



According to your research, what does your local issue look like at present?



According to your research, what are the causes of your local issue?



According to your research, what are the effects of your local issue?



According to your research, what does your community need to solve this local issue?



According to your research, what are your community strengths?



According to your research, describe tried PAST SOLUTIONS to the ISSUES (y)our community faces?

→ Did it work? Why or why not?

ZOOM OUT

Why are we asking you to interview community members?

Understanding your Community's experience and perceptions of both the issue and its solutions is instrumental to formulating a sustainable project. Community members are stakeholders, individuals and groups that are directly and indirectly affected by local-global issues and their solutions. They are community members, whose experiential knowledge and personal histories can inform and bring greater depth to our understanding of an issue and the current beliefs that surround an issue. Stakeholders have various needs and strengths that will guide and impact the change you create together. Therefore, stakeholders are invaluable team members that hold the key to cultural norms and the power to implement change. G.I.N. holds that community member interviews are an incredibly important stage in your research process.

GROUP DISCUSSION: BRAINSTORM & DETERMINE WHO YOU WILL INTERVIEW

Note: If you have not yet built a team, please either find a thinking partner you can discuss this with or reflect on your own with the intention of discussing this with your team once you have built one.

Brainstorm, Make a List & Schedule Time to Learn:

Brainstorm all of the community leaders and members you might know and be able to interview about your local issue and its solutions. Do your best to interview as many community members as possible to understand the broad spectrum of experience, knowledge and perception that surrounds the issue and its solutions.

* Add as many rows as you want to the table below and copy the prompts as needed.

Do your best to identify community leaders, members, and group representatives who are:

Directly affected by the issue

- Community Leader/Member/Group?
- Contact:
- Deadline to interview:
- Who on your team will interview:

Indirectly affected by the issue

- Community Leader/Member/Group?
- Contact:
- Deadline to interview:
- Who on your team will interview:

Directly creating the issue

- Community Leader/Member/Group?
- Contact:
- Deadline to interview:
- Who on your team will interview:

Indirectly causing the issue

- Community Leader/Member/Group?
- Contact:
- Deadline to interview:
- Who on your team will interview:

Working to solve the issue

- Community Leader/Member/Group?
- Contact:
- Deadline to interview:
- Who on your team will interview:

ZOOM IN

TEAMWORK: INTERVIEW (Y)OUR COMMUNITY

We strongly suggest having MULTIPLE conversations with VARIOUS people in your community. Ask them how they see their community and the solutions they suggest answer the issues we face. Ask them how they see these solutions in terms of the world and global issues.

SAFETY: All in-field interviews should not only be culturally sensitive in their approach but must adhere to safety protocols. Students work with their G.I.N. Project Mentor to schedule interviews at times that their Project Mentor may attend. Students must be within eyesight and earshot of their G.I.N. Project Mentor at all times during an interview with an out-of-program individual (a person who has not been directly vetted by your school). This also applies to virtual and phone communication. Only general school contacts should be shared.

G.I.N. Community Member Interviews

★ Copy and use this interview template for each community interview ★

Role: Community Leader/Member/Group?

Who on your team will interview:

Contact:

Date, Location & Time of the Interview:

What is the history of this issue in your local community? How did it come to be?



What has been your experience of this issue?



What does your local issue look like at present?



What have you observed to be the causes of your local issue?



What have you observed to be the effects of your local issue?



What do you think your community needs to solve this local issue?



What aspects of your community are sources of pride?



What are your community strengths?



Speak from your own experience.



What do you see as viable solutions to the issue?

GROUP DISCUSSION & TEAMWORK: DETERMINE YOUR PROJECT FOCUS

What solution are we most excited about? What solution seems most viable?

What?

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How?

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→ We will address X local-global issue by

Start to break down big ideas into projects and big projects into tasks. This is where you get your team to help you shine! (Remember when you return you will discuss and innovate your ideas with your community partners)

Brainstorm action steps:

What will you do? How will you do this?

List and Organize your Project's Main Goals Below:

- Main Goal 1: What are we trying to accomplish?
 - Action Steps: What action might we take to reach this goal? What are the steps we will take to reach this goal?
 - Checklists: Can we break our action steps in to smaller steps? Can we create step-by-step plans that will support team collaboration, communication, and building our skills?
- Main Goal 2: What are we trying to accomplish?
 - Action Steps: What action might we take to reach this goal? What are the steps we will take to reach this goal?
 - Checklists: Can we break our action steps in to smaller steps? Can we create step-by-step plans that will support team collaboration, communication, and building our skills?
- Main Goal 3: What are we trying to accomplish?
 - Action Steps: What action might we take to reach this goal? What are the steps we will take to reach this goal?
 - Checklists: Can we break our action steps in to smaller steps? Can we create step-by-step plans that will support team collaboration, communication, and building our skills?
- Main Goal 4: What skills do we need to build to accomplish this? What will we teach ourselves?
 - Action Steps: What has to be learned to reach this goal? What are the steps we will take to reach this goal?
 - Checklists: Can we break our action steps in to smaller steps? Can we create step-by-step plans that will support team collaboration, communication, and building our skills?

GROUP DISCUSSION & TEAMWORK: BRAINSTORM HOW YOU WILL ENGAGE YOUR PASSION

How will you engage your passions as individuals and team members?

How will you make your passion a central element of your project?

Example: Our passion is music. Our project will focus on music education.

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How will you find ways to engage your passion as part of your team member role and responsibilities?

Example: My passion is music. I will compose all of the music for our project videos.

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✓ Be sure to use this thinking when creating your Action Plan goals and action steps!!

GROUP DISCUSSION & TEAMWORK: DETERMINE WHAT YOU WILL LEARN TO REACH YOUR GOALS

What essential question will guide (y)our project? (Essential questions are the big ones, the kind of questions that have not right answer but will help to guide your thinking and keep you on track with your larger goals and vision)

-

What do we need to learn to reach our goals?

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What skills will we need to build to reach our learning and project goals?

-

How will we know we have been successful? What will it look like?

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What is our team empowerment plan? How will learn, teach, build our skills? What are our action steps?

-

How will you know you have been successful? What can we learn from past successes?

How will we create sustainable action through empathy and inclusivity?

What will success look like? How will we know it worked or is working?

-

Which solutions/models of change will you emulate or modify to fit your project's strategy/approach to your local-global issue(s)?

-

How have we included our community stakeholders in our project plan? Team Members? Allies? Partners? Feedback and evaluation of our success? When? How? What role(s) will they play?

-

GROUP DISCUSSION & TEAMWORK: BRAINSTORM & DETERMINE WHAT RESOURCES YOU HAVE AND WHAT RESOURCES YOUR TEAM NEEDS

What are resources? Can you name your resources? In what ways will these resources support your project?

Ex. YOU! people power, funding, tools, PTA, mentors at your school or in your larger community.

Please list all of your resources.

It may take time to find the support you need. Don't let this stop you from dreaming big! It may mean that in the short run, you will have to change your approach and build up to your vision for your project. Remember you have a network of change-makers. Find people in the network that are working on the same issue or same locale and ask them how they went about finding support for their projects. They may even be able to share their resources with you.

In what ways can people be resources? Knowledge? Influence? People power? Funding?

Think about who could assist you in identifying resources. It is optimal to ask individuals who are well connected with strong relationships in your community. These individuals maintain a large network that can support you directly and/or have the ability to introduce you to someone in your community who can support you. Build strong relationships founded in trust and respect. This takes time and a drive to prove you can be counted on.

Identify and List Your People Power below:

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Brainstorm and name different kinds of resources that are necessary to build an effective project?

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Think about what resources you have access to and list them below:

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What resources might you need to be effective, what resources you are missing given your project goals?

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Brainstorm and describe a plan for getting the support you need to be successful and effective. How do you gain access to these resources?

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Fundraising Event: Brainstorm and name a fundraising event that will help you bring awareness to your project and raise funds.

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Funders: Brainstorm, research and identify some potential funders for your project. Why do you think they are viable funders you should approach?

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GROUP DISCUSSION & TEAMWORK: DETERMINE HOW YOU WILL ALIGN WITH G.I.N. BEST PRACTICES

How will you make sure your G.I.N. Project Aligns with G.I.N. Project Best Practices?

Consider the following G.I.N. Project Best Practices:

We ask you to follow and use the GIN Best Practices below as a guide to your thinking and empathetic action.

We ask that you use the following levels of engagement to measure and evaluate where you are in your GIN Project process and where you might go to continue to empower yourselves and your local-global community:

- Level of Engagement 1: Just Starting
- Level of Engagement 2: Working Towards Sustainability
- Level of Engagement 3: Growth Point, Scalability & Transferability

G.I.N. Best Practices: What Level of Engagement Are We?

How could we weave this into our project plan thinking and action plan?

Level of Engagement

Self Knowledge and Reflection

Students actively seek to understand their strengths, talents, learning styles and preferences. They set learning goals for themselves, take time to reflect on their process as a learner, peer, and agent of change, and evaluate their own success and change.

How will you or have employed this best practice?



Student-Lead

The project is initiated, creatively controlled, and implemented by students. The success and failure of the project is within their scope of control. Students seek help from peers, mentors, and community experts as needed to advance the project.

How will you or have employed this best practice?



Real Challenge

The project begins because of an identified local- global challenge, and the project purpose is to educate, inspire, mobilize, empower, and equip the local community to take action in being part of the solution to the problem.

How will you or have employed this best practice?



Collaboration & Partnership

The project employs the talents, skills, knowledge base and resources of a variety of people, organizations, and businesses. Project participations learn from and are empowered by each other in a learning community. Together they grow the network of people that support the project actions being taken towards solving the problem.

How will you or have employed this best practice?



Empathetic Action

The project employs a community-centered approach where real relationships are built through observation, surveying, interviews, ongoing dialogue, and collaborative problem solving that is inclusive of a diverse group of community members. Testimony from community team members, participants, community members served by project shows empowerment and development of all participants.

How will you or have employed this best practice?



Interconnectedness

The project employs Systems Thinking or other strategies that show deep understanding of past and present relationships, causal patterns, collection and analysis of experiential histories, and academic research.

How will you or have employed this best practice?



Sustainable Strategic Planning and Implementation:

Our project plan shows that sustainability is an ongoing priority for our team

The **environmental element** is demonstrated through carbon footprint measurement and offset, and choosing the lowest carbon footprint project implementation means and materials. This includes but is not limited to energy sources, transportation, food, teaching supplies, event supplies...etc.

How will you or have employed this best practice?



The **socio-cultural element** is demonstrated through empathy towards local norms, and educational campaigns that transmit key ideas and actions using culturally relevant and appropriate methods. Project usefulness in the context where it is implemented is assured by community input rather than assumptions, and high levels of community participation in all stages.

How will you or have employed this best practice?



The **economic and educational equity element** is demonstrated through multiple-source funding and fundraising efforts, and innovative ways of reinvesting back into the project. The project promotes economic and/or educational equity and growth in the community where it is implemented.

How will you or have employed this best practice?



The **longevity element** is demonstrated through the use of systems that are transparent, organized, and can be used by and passed on to other potential participants. The design is community-centered, has multi-generational participants, and diverse stakeholders that are empowered in order to maintain the program even if funding and personnel change over time.

How will you or have employed this best practice?



Measurable Impact

Students communicate project goals through Key Performance Indicators (KPI) that show the project is making real change, and track their progress through collection of data that is both quantitative and qualitative.

How will you or have employed this best practice?



ZOOM OUT

TEAMWORK: BUILD & ORGANIZE YOUR MAIN GOAL CHECKLIST

Using all of your team brainstorming from above, list and organize your project's main goal checklist. Make sure to order your list by showing what is done first at the top to what is done last at the bottom. It may work well to put your first goal at the top and your last goal at the bottom. Then work backwards moving from where you want to end up to where you start. Once you have done this you can begin inserting step by step action plans for each goal to include action steps, task checklists, deadlines, timeframes and final products.

List and Organize your Project's Main Goal Checklist Below:

- → → → → → → →

DIVE IN TO ACTION PLANNING

TEAMWORK: BUILD YOUR ACTION PLAN PROPOSAL

Thank you for all the work you have done up until this point. We ask that you document and contact us to publish your work. Publishing your findings and work will serve to educate and communicate your experience as change-makers in the field with your global community. This is where and how you will engage as global citizens. Members in our network will be looking to you as peers and mentors. Together are building a communal wisdom with a goal of nurturing global connections and collaborative global action.

We are asking you to reflect on and gather your work to date to create a proposal that you will be able to use to onboard team members and the support of your teachers, administrators, partner organizations, community members and funders. All of the questions you find below will make up the elements of what you will need to write a strong proposal. This proposal serves as a means of communicating your work succinctly in order to approach and develop partnerships while fostering support for your cause. This is a great way to look at both your large and small goals and may be used to approach funders for your project. This is what is known in the nonprofit world as your "one-pager." If you approach a funder make sure you are knowledgeable of your budget as well.

What are the issues/problems as the community sees them (we strongly suggest interviewing people within your community to get a sense of this)?

- - -
What
→

What is your essential question?

-

Building A Proposal & Action Plan Outline: Begin to understand and communicate your project.*

When you are writing this, keep your audience in mind: Who are you writing this for (your co-organizers, potential partners, supporters, allies, and funders)?



Identify the local-global issue you are addressing. How does this global issue impact your local community?



Write your mission statement below:

(Your mission clearly states what and how you are going to implement change in your community.)



Write your vision below.

(Your vision is the description of what it would look like if your mission was successful.)



What is your plan to address your local-global issue?



How will you accomplish this? *

Ex: To do this we plan to serve (ex: our school, our neighborhood, our country, our world etc)

by _____ date.

Ex: To do this we plan to serve our school and our classmates by doing outreach education and anti plastic campaigns.



What are your goals?

Ex: To raise awareness on climate change, carbon emissions and carbon sequestration and work with my whole school community to lower our carbon footprint together.



How will you reach your goals?

Ex: I plan to work with my team to develop a workshop on climate change and carbon emissions. We will give this workshop to every grade level at our school. Once everyone at my school knows what the issue is and how it is caused we can work together to solve it. We plan to have each grade compete for the lowest carbon emissions and to give the winner an award at the end of the year for their commitment and work as global citizens. We plan to make this a school tradition. We will evaluate this by calculating the carbon footprint of the school and each grade throughout the year and reporting back to our school during school assembly.



What is a strategy? What is your strategy for accomplishing positive change in your community?

Strategy can be seen as your approach to an issue/project.

Please describe the different avenues you may take to accomplish your project goals.



Why do you think your approach will work? What is innovative about your approach?



Identify and State Specific Needs, Goals, & Methods: Your specific objectives will include quantifiable goals with measurable outcomes. *

Ex: Our goal is to lower our carbon footprint by measuring and publishing our results on a weekly basis.



We are resilient problem-solvers: Remember, you have not failed, you have figured out what doesn't work.

Change takes time and determination and whole lot agility as a problem-solver and critical thinker.

What challenges may arise?



How will you overcome these challenges?



How can you change your approach, method, and attitude depending on various possible outcomes to realize goals?



What are your resources? How do you plan to engage your resources? *

Ex: Using our resources, our school newspaper, Facebook and assemblies, we will use marketing campaigns that are educational and commit to working with and informing everyone and anyone on our campus who wants to get involved.

→ Using our resources, _____, we will use _____ strategies and _____ methods.

List your community partners and describe how you are working with them.



Think about how you will provide evidence that you have made a positive impact within your community. How will you show your community you are making a positive difference?



Why is it important to share the outcomes of your efforts with community?



What is your goal impact statement? Or if you have an ongoing project, what is your impact to date? Share your impact statement below:

Example Proof of Concept: This is recommended if you have reached a point in your project where you can point to success and the value of your work. This will tell your audience/readers that your methods work.

→ Example Outcome: We have successfully served _____ amount of people by _____ date using _____ resources, _____ strategies, and _____ methods to accomplish our goal of effectively organizing _____ community.

Create a preliminary action plan timeline that includes a goal date of presentation to your community showing evidence of positive change through your project.



How will you evaluate your progress throughout the duration of your project?



Research "key performance indicator" (KPI).

A key performance indicator is a type of performance measurement. You may use KPIs to evaluate your success.

You may want to create a list of key performance indicators (kpi) as a team.

Create a few KPIs for your project.



Given what we've learned from our ongoing research and dialogue, what is the best way to measure our efficacy?

Then consider ways to improve the efficacy. Post your evaluation tool and results.



We recommend that you create a message that can be easily shared. We often encourage G.I.N. Project teams to create a 2 minute film that outlines the seriousness of your local-global issue and your solution. This may also be a screencast of a presentation.

G.I.N. MENTOR CHECK-IN

TEAMWORK: ASK FOR FEEDBACK & GUIDANCE

GIVE YOURSELVES HIGH FIVES!!! YOU JUST SUMMITED A MOUNTAIN OF HARD WORK!!

At this point we recommend checking in with your Mentor if you have not already done so. Ask for their feedback on your thinking, planning and process. Educators are expert community organizers. See what you can learn from the way they approach your plan to the questions they ask about such things as order of operations, safety protocols, aligning with school & G.I.N. culture, time management, facilitation, teamwork and leadership! Listen, learn, discuss, problem-solve and advocate for your ideas. Your goal is to create a project with real impact!

GET STARTED

TEAMWORK: DETERMINE YOUR NEXT STEPS

You are now ready to determine your next steps. You may want to pursue funding. You may want to build and grow your team. You may want to begin reaching out to your community to begin testing your model and methods for creating change.

Build Your Team:

- Aim to build an inclusive team of students, educators and community members but remember this is a student-led initiative.
- Remember to set expectations and make this clear from the onset. See the table below to begin building your team.

Funding:

- Meet with your school's finance department to determine what you need to create, build, and polish.
- Ask who they might recommend you reach out to.
- Do your research. Who do you want to support you? Are they aligned with the G.I.N. ethos?
- See table below for more brainstorming opportunities!

Start Testing Your Model of Change:

- It is important to not only act but to carefully lay out your plan. We recommend creating a project management table that details all of your action steps, task checklists, deadlines, and final products for each of your goals along with who on your team will be responsible.
- We recommend and expect you to carefully document your process. This includes your successes, challenges and how you overcome those challenges. This will allow not only your team to track your progress or identify where to innovate solutions but will also enable our global community to learn from your methods and process.
- We ask you to measure and evaluate. We recommend that you include your community by asking for their feedback and employing their insights into your thinking moving forward.

- Lastly, your project is a work in progress. We recommend that as you progress you revisit this process, evaluate your project and reflect on ways to improve your efficacy and grow your impact.

GROW YOUR TEAM

TEAMWORK: HOW WILL WE BUILD AN INCLUSIVE TEAM?

Why do we ask you to build an inclusive team:

The sustainability of your project depends on community buy-in and participation.

Learning to collaborate is an incredibly important skill to master.

You are building a personal network that will empower you as changemaker for years to come.

Think about how you will encourage stakeholder empowerment and partner with community leaders to ensure sustainable change. How will you create a G.I.N. project team that includes your stakeholders?



Identify community leaders that are respected and trusted by your stakeholders: Who are they and how do they take on a leadership role in (y)our community? How might they work with you to reach your project goals?



List your Direct Team Members (copy & paste the prompts below)

Name:

Contact:

What is their role on your team?

Self-Identified Talents & Skills

Do you need Direct Team Members? What roles need to be filled? What skills will they need to have?

Where will you find them?

High School? Middle School? Assemblies? Clubs?

Brainstorm and list potential outreach strategies below:



List your Partners (this could be clubs or organizations in your community that are willing to work with you to reach your goals)

Name:

Contact:

What is their role on your team?

Self-Identified Talents & Skills

Do you need Partners? What roles need to be filled?

What skills will they need to have?

Where will you find them? Who could you ask for guidance?

Brainstorm and list potential outreach strategies below:



List your Mentors (this could be an educator or expert in their field)

Name:

Contact:

What is their role on your team?

Self-Identified Talents & Skills

Do you need Mentors? What roles need to be filled?

What skills will they need to have?

Where will you find them? Who could you ask for guidance?

Brainstorm and list potential outreach strategies below:



List your Allies (this could be a person or organization that is willing to share your message and support your cause)

Name:

Contact:

What is their role on your team?

Self-Identified Talents & Skills

Do you need Allies? What roles need to be filled? What skills will they need to have?

Where will you find them? Who could you ask for guidance?

Brainstorm and list potential outreach strategies below:



WHO ARE YOU MISSING ON YOUR TEAM THAT WILL HELP YOU SUCCESSFULLY REACH YOUR GOALS?

After reviewing your team, identify who and what skills or talents you may need to recruit to your team to successfully put into practice your project.

What is your outreach strategy?

Who will you contact? For what purpose and when? How much of their time do you need?

Create and craft your message in a video or google slides presentation. Make sure to tailor this to your audience.

FUNDING

TEAMWORK: WHAT DO YOU NEED TO GET STARTED?

Fundraising is an invaluable skill. Be careful to craft a plan that necessitates large ongoing funding as this may not be sustainable. If you are in need of ongoing funding, work to build a plan that incorporates regular revenue streams, via a paid service that your team provides for example. You may also want to revisit your plan to see if you can start smaller and build up to where you may need funding.

Identify realistic and potential financial resources?

Ex. Individual Foundations, Grants, Corporate Responsibility, Community Events & activities

We suggest that you interview the development officer at your school or ask your advisor to introduce you to someone who has expertise in the field of development.



What strategies can you use to put your project into action in the most sustainable and cost-efficient way?

Ex. Volunteers, mentorships between older and younger students at your school etc.



What materials will be required for the prototyping and execution of the project?



What methods might you use to put your project into action in the most sustainable and cost-efficient way?



TIME & PROJECT MANAGEMENT

TEAMWORK: SETTING DEADLINES AND TRACKING YOUR PROGRESS

Instructions: the following is a checklist of dialogue, innovation, and learning that you MUST work to collaborate and problem-solve with your community stakeholders. Empathetic action necessitates that you move forward together as partners, as a team.

Finding & Learning How You will Engage Your Passion	Start Date:	Projected Date of Completion:	Date of Completion:
Identifying Your Community	Start Date:	Projected Date of Completion:	Date of Completion:
Identifying your local-global challenge	Start Date:	Projected Date of Completion:	Date of Completion:
Research:	Start Date:	Projected Date of Completion:	Date of Completion:
Personal Observations & Academic	Start Date:	Projected Date of Completion:	Date of Completion:

Research: Community Interviews	Start Date:	Projected Date of Completion:	Date of Completion:
Checking Assumptions and Understanding Community perceptions of both the issue and solution	Start Date:	Projected Date of Completion:	Date of Completion:
G.I.N. Project Sustainability and Best Practices	Start Date:	Projected Date of Completion:	Date of Completion:
Brainstorming Our Solution	Start Date:	Projected Date of Completion:	Date of Completion:
Brainstorming Our Action Plan	Start Date:	Projected Date of Completion:	Date of Completion:
Building Our Main Goal Checklist	Start Date:	Projected Date of Completion:	Date of Completion:
Building Our Action Plan Proposal	Start Date:	Projected Date of Completion:	Date of Completion:
Crafting Our Message	Start Date:	Projected Date of Completion:	Date of Completion:
Determining Next Steps	Start Date:	Projected Date of Completion:	Date of Completion:
Build Our Team Team Leaders, Direct, Partners, Mentors, Allies	Start Date:	Projected Date of Completion:	Date of Completion:
Outreach Strategy & Implementation	Start Date:	Projected Date of Completion:	Date of Completion:
Funding and Materials	Start Date:	Projected Date of Completion:	Date of Completion:
Determine How We Will Measure Our Project Goals	Start Date:	Projected Date of Completion:	Date of Completion:
Evaluate, Analyze, Iterate, Redesign	Start Date:	Projected Date of Completion:	Date of Completion:
Collaborative communal strategy for Empathetic Action	Start Date:	Projected Date of Completion:	Date of Completion:
Project Management Tasks	Start Date:	Projected Date of Completion:	Date of Completion:
Team Roles, Responsibilities & Timeline	Start Date:	Projected Date of Completion:	Date of Completion:
Share Your message: Present your work to your class, school Local outreach education workshops	Start Date:	Projected Date of Completion:	Date of Completion:
Go to a regional or global G.I.N. Conference and present	Start Date:	Projected Date of Completion:	Date of Completion:
Project Process Seek peer review	Start Date:	Projected Date of Completion:	Date of Completion:
Continue learning more about the subject	Start Date:	Projected Date of Completion:	Date of Completion:
Measure and Evaluate	Start Date:	Projected Date of Completion:	Date of Completion:
Improve, Innovate and reiterate your ideas	Start Date:	Projected Date of Completion:	Date of Completion:
ADD AND ORGANIZE YOUR OWN	Start Date:	Projected Date of Completion:	Date of Completion:

ACTION PHASE: CHECKPOINT QUESTIONS

INDIVIDUAL & TEAMWORK: REFLECT, DISCUSS, LEARN, GROW

Has your work in the field changed your perspective on the issue and its solution? What have you learned?



Has your perception of self changed? What have you learned about yourself?



Are you staying true to your vision? Why or why not? How



Are you measuring and evaluating your process with your community partners?



Have you successfully reached your goals? Why or Why not?



Is your project sustainable and (socio-environmental sustainability and socio environmental sustainability & long lasting change)? Why or Why not?



How will you work to make your project more sustainable?



Are you continuously working to strengthen your community partnerships and relationships?



Why is it important to use empathy and a global mindset as a compass to guide your strategic planning when building community in partnership with your community?



How might you change your approach, method and attitude depending on various possible outcomes to realize goals?

