PROJECT OF CHANGE

A STUDY OF THE U.N. SUSTAINABLE DEVELOPMENT GOALS
Volume II

Project of Change
A Study of the U.N. Sustainable Development Goals

GlobalScope Publications
University of California, Irvine • School of Social Sciences
GlobalScope is a series of innovative curriculum guides created by the University of California Irvine’s School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science and sociology. The GlobalScope publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.

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Introducing GLOBAL CONNECT @ UCI

Global Connect @ UCI is an original educational partnership developed by the University of California, Irvine’s School of Social Sciences to enrich California’s secondary school curriculum in international studies. This is accomplished by translating current university-level concepts and knowledge into a curriculum that is age appropriate for high school students.

The global studies knowledge gap in our public schools is a critical problem that needs a flexible and immediate response. Students need lessons they can relate to as global citizens that will affect how they see themselves in the world. They must be capable of thinking in terms of worldwide issues to succeed in their respective careers and lives so that they may contribute to the general welfare of society. This cannot be achieved through textbook curriculum that is outdated by the time it is received by students. Teachers cannot abandon their classroom responsibilities to acquire current knowledge of the quickly changing international environment. Global conflicts and issues need to be brought to the students as current events – not as history.

The study of worldwide issues through Global Connect establishes an environment that creates responsible global citizens and leads to access for students to higher education. Global Connect builds a bridge to the world for our nation’s secondary students.

Global Connect dedicates its educational program and publications to addressing California’s History Social Studies curriculum framework and the National Curriculum Standards for Social Studies. This is being accomplished through the creation of an original year long course, “Globalization and International Relations”; implementation of the syllabus at select schools in Orange County; sponsorship of countywide teacher seminars; and the development of new on-line curriculum options for secondary educators statewide and beyond. Classroom lessons are innovative in structure and not only teach students factual information but serve as an ideal platform for analytical and reflective thinking about global issues.

For additional information, please visit our website at: www.globalconnect.socsci.uci.edu
Common Core Standards in the Social Sciences

The pursuit of Common Core Standards is redefining America’s educational priorities. One of the most central and elusive problems in addressing these standards is developing academically challenging and classroom effective curriculum that addresses the needs of our students in different subject areas. Global Connect @ UCI, a unique educational initiative based in the School of Social Sciences at the University of California, Irvine, has developed original curriculum and teaching strategies to introduce secondary students to 21st Century global issues and events through an interdisciplinary lens. The lens integrates the various disciplines within social science: anthropology, economics, geography, international studies, political science, and sociology.

This integration occurs through concepts, readings, and “problem sets” found in contemporary university classrooms. Our academically centered course of study has been adapted into age appropriate thematic presentations, dynamic interactive, and literacy building workshops that realize the Common Core objectives.

Global Connect specifically targets and meets the Common Core Standards by:

- Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings
- Emphasizing Evidence Based Writing Skills through the introduction of take-home assignments, and unit capstone projects, and formal academic forms of in-class writing
- Building a discipline-based vocabulary (a set of new terms are defined to complement each week’s academic theme)
- Expanding the students’ abilities to: Use quality academic sources, organize data, analyze, and cite & discuss
- Integrating contemporary use of technology for online research and general inquiry

The Global Connect course on “Globalization and International Relations” is already serving as a Common Core option for secondary educators and students in California’s Saddleback Valley Unified School District and Newport Mesa Unified School District. The partnership between UCI, SVUSD, and NMUSD is currently exploring new strategies for sharing and advancing this dynamic new course so that other districts can adopt this as a vehicle for acquiring college ready critical thinking abilities and organizational skills. These strategies include the creation of effective teacher training modules for each unit; an expanded online topic-specific video library of presentations by UCI faculty and graduate students; and the continued development of GlobalScope Curriculum Guides.
This year, as with prior years, the content has been revised and edited to address the most recent global occurrences/issues and to introduce new resources. For an in-depth overview of our Program, please visit our website at: www.globalconnect.soesci.uci.edu

Ellen Schlosser

Ellen Schlosser
Global Connect @ UCI
Founding Director
Curriculum Development Advisor

Note:
In 2011, the University of California recognized Global Connect’s course, “Globalization and International Relations,” as an approved A-G academic elective course for California’s secondary students. The California Council for the Social Sciences recognized the program as being a Common Core ready curriculum and featured the program in their journal, Sunburst: A Publication of the California Council for the Social Studies.
GUIDELINE TO GLOBALSCope

GlobalScope is an expanding library of in-print and online guides that mirror UCI School of Social Sciences’ contemporary research and teachings related to 21st Century issues and conditions of globalization. The primary motivation behind this publication is to provide secondary teachers with an accessible social science resource that will help create “global” windows in the classroom. Our guiding principle is that high school students need to understand the contemporary changes that are influencing their educational and personal opportunities, and ultimately, their lives and careers.

Explanation of GlobalScope format:

Unit Presentations vary in format. Each presentation is centered on a specific topic and reflects the style of the individual faculty, graduate, or undergraduate student presenter. Several of the authors have created PowerPoint presentations that can be used by the classroom teacher. An annotated version with additional information has been included in the Teacher Edition. Some presenters have also provided lesson outlines.

Workshop Scripts seek to recreate the lecture/discussion format used in college courses. We alternate the formal introduction of topics with special interactive workshops. These age-appropriate workshops have been designed and successfully presented in the classrooms (grades 8 – 12) by Global Connect undergraduate interns. These workshops have been designed in a script-like manner with sections assigned to the university undergraduate interns. The workshop material can easily be adapted for “single voice” use by the classroom teacher.

Literacy Building Readings and Assignments provide students with exercises that will require them to read non-fiction primary source documents. After reading and analyzing the materials, the students will be given written assignments to strengthen their expository writing abilities. Some current topical articles and charts have been reprinted and cited.

Global Perspectives: International Relations & Globalization Course Workbook is a two-part workbook to be used in conjunction with the thematic module presentations throughout the semester.
Part I: “A Sense of Place: Identifying Nations by Name and Location” includes weekly political map identification exercises that provide students with the ability to recognize the location of the globe’s nations. These weekly exercises will allow students to locate and name the nations of each continent and significant regions.

Part II: “People of Purpose: 21st Century Global Citizens (‘Real Heroes’)” will introduce students to real heroes whose actions have impacted the distinct geographic areas being studied. These introductions will be made through video interviews/feature stories and assigned readings. Students will be asked to analyze the problems, strategies, and solutions associated with each of the featured social entrepreneurs through writing exercises. Over the semester the assignments will transition students from completing simple fill-in review sheets to composing five paragraph expository essays. The writing assignments, depending on length, can be used as in-class worksheets or as take home assignments. Grading of these assignments is recommended.

Identification of Curriculum Standards:

Each workshop and presentation addresses an objective identified in the National Council for the Social Studies Curriculum Thematic Strands and/or the objectives set forth by the California State History/Social Science Standards & Framework. For your personal reference, we have included a copy of the National Council’s Thematic Strands in the Appendix.

Complimentary Disk: All of the primary GlobalScope materials presented in this curriculum guide are provided on a disk so that classroom teachers can independently present the PowerPoint presentations and reproduce the worksheet assignments.

All the original materials are for individual classroom use only and not to be reprinted without express permission from the School of Social Sciences, University of California, Irvine.

Website: All materials contained in GlobalScope will be posted on the Global Connect @ UCI website: www.globalconnect.socsci.uci.edu
How does the world identify the needs of the global population?
What organization has developed a strategy for seeking solutions?
Who are the problem solvers?
What is an NGO?
Can you become an agent of change?

These questions are addressed through the *Project of Change* curriculum unit developed by UC Irvine’s School of Social Sciences Global Connect Educational Initiative. The lessons and exercises can be presented in individual classrooms or as a centerpiece for an academic enrichment program. Through this new academic adventure, secondary students are able to participate in a college level experience and be introduced to the issues and events that are defining our globalized world.

**Focusing on the Main Ideas**

The Project of Change has four basic curriculum components:

- **Presentations:** University faculty, doctoral candidates, or classroom teachers will provide formal presentations on the United Nations Sustainable Development Goals.

- **Workshops:** Undergraduate interns or the classroom teacher will facilitate small, group-based discussion sessions and interactive activities.

- **Capstone Projects:** Student teams will develop their own non-governmental organization. The projects will be exhibited and judged according to an established matrix.

- **Global Issues Journals:** Each student will be responsible for creating his or her personal Global Issues Journal based on the Sustainable Development Goals. These journals can be used to monitor students’ progress.

**Making a College Connection**

Through the presentations of student generated NGOs, the secondary school learners are able to envision some of the ways to actively address local and global social problems. The curriculum is structured on the University “lecture-discussion” model and serves as a college preparatory
experience. The Global Issues Journal assignments allow individual students to define and express their perspectives on important issues and to develop more effective expository, non-fiction writing skills.

**Background and Implementation**

The *Project of Change* was developed in Fall 2006 by the School of Social Sciences at the University of California, Irvine. This original curriculum unit was introduced to secondary students through a four day on-campus “Global Issues Forum”. This curriculum is currently being taught as a general classroom academic unit at Global Connect site schools in Orange County, California. More than 5,000 students have been introduced to the unit and have created their own NGOs. The curriculum has been taught to AVID students, MUN students, and AP World History students. The *Project of Change* can be taught as a stand-alone unit in any literacy building or social studies course. The unit addresses the Common Core Standards. In the Saddleback Valley and Newport-Mesa School District, Project of Change is a component of the year-long state approved academic elective course on *Globalization and International Studies*. 
GLOBAL CONNECT VISIONARIES

UNIVERSITY OF CALIFORNIA, IRVINE

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SCHOOL OF SOCIAL SCIENCES

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Mark Petracca, Associate Dean of Undergraduate Studies
Dave Leinen, Assistant Dean, Administration, Planning, and Resources
Caesar D. Sereseres, Professor of Political Science

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

EARLY COLLEGE HIGH SCHOOL

Principal David Martinez
Host Teachers: Sandy Kipfstuhl

NEWPORT HARBOR HIGH SCHOOL

Principal Sean Boulton
Host Teacher: Jennifer Thompson

ENSIGN INTERMEDIATE SCHOOL

Principal Mike Sciacca
Host Teachers: Sarah Tucker

TEWINKLE MIDDLE SCHOOL

Principal Alex Morales
Host Teachers: Misty Smith

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

LAGUNA HILLS HIGH SCHOOL

Principal Bill Hinds
Host Teachers: Yoleisy Avila, Carri Geiger, Kirk Brown, Steven Schrenzel
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Tina Parsae, Psychology and Social Behavior, 2017

Taryn Reid, Political Science, 2015
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Transitioning from the MDGs to the SDGs  
https://youtu.be/5_hLwEui6uw  
**How We Can Make the World a Better Place by 2030 | Michael Green | TED Talks  
https://youtu.be/o08ykAQLOxk**  
**Workshop: Agent of Change**  
Global Citizen  
https://youtu.be/_yio6kQrlYQ |
| **Unit III** | **Lecture: No Poverty and Zero Hunger**  
The Story You Are Shaping  
https://youtu.be/hJcsKJ1s_uk  
**Workshop: Human Needs and Freedoms**  
The 30 Articles of Human Rights  
https://youtu.be/36CULaqmFi4  
**Lecture: Quality Education**  
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Lecture: Peace, Justice, and Strong Institutions

The Crisis in Yemen Explained
https://youtu.be/YnYiVIGeKxU

Saudi-led Airstrikes Kill Hundred in Yemen
https://youtu.be/zWHzF5UFFvk

Inside War-Torn Yemen: Sanaa Under Attack
https://youtu.be/JoV9Z6NXH5I
Unit I: Introduction to the Sustainable Development Goals
Origins of the SDGs

- The SDGs are the continuation of 8 goals adopted by the UN in 2000 called the Millennium Development Goals (MDGs)
- A number of world leaders were involved in the creation of these goals
- The MDGs were set to be achieved by 2015
- Great progress was made on many of these goals, though we have a lot more work to do

How were the goals chosen?

- The SDGs were created through a mass effort to identify the problems that global citizens believed to be important
- The effort included:
  - Door-to-door surveys
  - My World Online Survey
  - The UN Rio+20 Conference
  - An open working group of 70+ countries
The SDGs

- 17 goals adopted by the United Nations
- The SDGs began in January 2016, with the goal of being achieved by 2030!
- Address global issues such as education, poverty, climate change, peace, and many other topics
- The big focus: Creating sustainable development that will continue to foster peace and well-being after 2030

The Goals

- There are 17 SDGs, each with their own set of targets (169 in total)
- The UN aimed to address 5 different themes:
  - People
  - Planet
  - Prosperity
  - Peace
  - Partnership

Our Focus

No Poverty

“End poverty in all its forms everywhere”

- Poverty is more than the lack of income and resources to ensure a sustainable livelihood.
- Includes hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion, as well as the lack of participation in decision-making. Economic growth must be inclusive to provide sustainable jobs and promote equality.

No Hunger

“End hunger, achieve food security, improve nutrition and promote sustainable agriculture”

- Undernourished - not enough food and nutrition for physical health and growth
- 12.9% of the population in developing countries are undernourished.
- Since 1900s, loss of crop diversity and lack of sustainable farming system.
- Unequal access to resources and education for women farmers.

Good Health and Well-being

“Ensuring healthy lives and promoting the well-being for all at all ages”

- Being able to gain easy access to doctors, hospitals, medicine, treatment, prevention, and other factors that influence one’s overall good health.
- Specific targeted health issues are increasing maternal and child health, prevention of diseases and reduction of preventable deaths, health coverage (affordability), safe, effective, quality and affordable medicines & vaccines, more research, financing of countries, and enabling countries to better manage health and reduce risks.
Quality Education

“Ensure inclusive and quality education for all and promote lifelong learning”

- Education for people of all abilities, genders, locations, socio-economic status, ages, religions and other backgrounds.
- All boys and girls should be able to have access to quality early childhood education, primary and secondary education (for free), and affordable university education by 2030. There should also be increased enrollment of girls and women.

Gender Equality

“Achieve gender equality and empower all women and girls”

- This includes promoting girls going to school, having equal access to jobs and labor rights, ending gender-based discrimination and violence, ensuring quality healthcare and rights and encouraging/leading women to become property-owners and leaders.
- Gender equality was also a goal in the MDGs, but there are still many barriers to solve across the globe for women empowerment.

Clean Water and Sanitation

“Ensure access to water and sanitation for all”

- Clean and accessible water are essential to the world.
- However, due to decreasing economies and poor infrastructure, many people die (mostly children) from diseases and bacteria found in the water supply.

Decent Work

“Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”

- Roughly half the world’s population still lives on the equivalent of about US$2 a day. And in too many places, having a job doesn’t guarantee the ability to escape from poverty.
- This slow and uneven progress requires us to rethink and retool our economic and social policies aimed at eradicating poverty.

Climate Action

“Take urgent action to combat climate change and its impacts”

- Climate change is affecting everyone globally.
- People experience changing weather patterns, rising sea level, and numerous extreme weather incidents.
- Due to Greenhouse Gas Emissions, climates are changing drastically and the earth’s temperature continues to rise.

Peace, Justice, and Strong Institutions

“Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”

- Among the institutions most affected by corruption are the judiciary and police.
- Corruption, bribery, theft, and tax evasion cost some US $1.26 trillion for developing countries per year. This amount of money could be used to lift those who are living on less than $1.25 a day above $1.25 for at least six years.
Partnerships for the Goals

“A successful sustainable development agenda requires partnerships between governments, the private sector and civil society. These inclusive partnerships built upon principles and values, a shared vision, and shared goals that place people and the planet at the center, are needed at the global, regional, national and local level.”

SDG Progress

SDG 1: An estimated 767 million people lived below the extreme poverty line in 2013, down from 1.7 billion people in 1999.

SDG 7: Clean Energy
In 2014, 85.3% of the global population had access to electricity, up from 77.6% in 2000.

SDG Progress

SDG 5: Gender Equality
In 2015, just over one in four women between the ages of 20 and 24 were married before the age of 18; around 2000, the ratio was one in three.

SDG 13: Climate Action
142 partners have joined the Paris Agreement. It aims to keep the global temperature rise this century to well below 2 degrees.

Can we achieve the goals?

Maybe we can!
Key Terms

1. **The UN Sustainable Development Goals (SDG)**: A set of 17 goals agreed upon by world leaders and global citizens which came into effect in 2016 with the goal of being achieved by 2030. It aims to end poverty, protect the planet, and ensure prosperity for all.

2. **The UN Millennium Development Goals (MDG)**: A set of 8 goals adopted by the UN in 2000 with the goal of being achieved by 2015. It aimed to improve the lives of the world’s poorest people.

3. **The United Nations (UN)**: An intergovernmental organization made up of 193 countries that promotes peace, international cooperation, and security.

4. **Rio+20**: The UN Conference on Sustainable Development held in Brazil in 2012; the main outcome of this conference was to create a working group to define the SDGs.

5. **Sustainable**: Able to be maintained over a long period of time.

6. **Extreme Poverty**: The state of being extremely poor, often defined as living on less than $1.25 per day.

7. **Food Security**: Having reliable access to a sufficient quantity of affordable, nutritious food.

8. **Gender Equality**: The state in which access to rights and opportunities is unaffected by gender.

9. **Sanitation**: The process of keeping places clean and healthy, especially by providing a sewage system and a clean water supply.

10. **Climate Change**: A long-term change in the global climate, generally defined as an increase in the average atmospheric temperature.

11. **Accountability**: Forcing a government, organization, or institution to justify actions or decisions; to be held responsible.

12. **Inclusivity**: Open to everyone; not limited to certain people.
Workshop:
Agent of Change: On Becoming an Agent of Change
Related PowerPoint: The UN Sustainable Development Goals

.getActiveSection

Objective(s):
- To review the Sustainable Development Goals
- To distinguish the differences between local and global needs
- To reinforce concepts of global responsibility and the individual's ability to become an agent of change

Outline:
I. Review the Sustainable Development Goals (5 minutes)
II. Deciphering Global Issues (15 minutes)
III. The Meaning of Global Citizenship (15 minutes)
IV. Introduce Capstone Project and Global Issues Journal (5 minutes)

Materials:
- Headline News Worksheet
- Video: “Global Citizen” https://www.youtube.com/watch?v=_yio6kQrlYQ (1:44)
- Global Citizen Worksheet

Key to Script:
- Italicized words indicate role/action.
- Bolded sentences are questions to be posed to class.
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: Review the Sustainable Development Goals

Intern A:
- Review the Sustainable Development Goals.
- Who can define the purpose of the Sustainable Development Goals?
- Let’s reconstruct the list of 17 issues the United Nations is targeting through the Sustainable Development Goals. (Ask the students to help reconstruct the list of goals and record their responses on the board.)
- In what year are these goals to be achieved? (2030)
- Who is responsible for achieving these goals? (193 members of the United Nations)

Part II: Deciphering Global Issues

Intern B:
- Define the characteristics that are associated with the term “Global Issue”.
  - Use an SDG as an example of a global issue.
- What do you think makes a global issue?
- Let’s consider the different aspects that constitute a global issue.
- Geographically, does the issue impact more than one country? Continent?
- What population does the issue specifically affect?
- Conclusion: “A global issue is a shared problem or concern that impacts a large amount of people. It has the ability to affect anyone, anywhere, regardless of race, gender, ethnicity, or social class.”

Intern C:
- Conduct an identification of headlines using the “Headline News Worksheet”.
- In today’s technology driven world, information about the worldwide events and issues is available via the instant world of the internet, newscasts, and through our daily access to newspapers in print and online.
- Let’s take a look at a list of front page headlines from newspapers. Take a few minutes to consider which of these headlines you consider global.
- Give 5-8 minutes to place a “G” next to the headlines concerning global subjects.
- Let’s see which of the 30 titles you identified as global. (Proceed to read off the list one by one and ask the students to vote on whether each headline is global or not.)
- Who can tell me why some of the headlines were not global in scope?
Part III: The Meaning of Global Citizenship

Intern D:
- Earlier this week, you were asked to identify the goals that concern you the most.
- Do you believe that as an individual you should assume some responsibility for addressing one or more of the global issues?
- *Show Global Citizen video to students.*
- *Have students complete the “Global Citizen Worksheet“ writing characteristics and traits that describe a Global Citizen.*
- *After, hold a discussion about the meaning of Global Citizenship.*
  - How do you define the phrase?
  - Can anyone be a global citizen?
  - Can they live anywhere?
  - Are there any specific qualifications in terms of wealth? Gender? Background?
  - What values do you think a global citizen possesses?
- *Record a list of descriptive adjectives or phrases that students suggest on the white board.*
- How many of you think that you have the potential to impact issues or problems locally? Globally?

Part IV: Introduce Capstone Project and Global Issues Journal

Site Supervisor:
- We know that everyone in this room has the potential to make a positive change, whether you begin locally or globally. For the next few weeks, we want you to start thinking of yourselves as individuals who can make a difference in your global community. Starting today, you are to think of yourselves as “Agents of Change”.
- What is an Agent of Change?
- In terms of “global citizenship,” an agent can either be an individual or a group of people who can have a significant impact on society. The changes they bring about can impact human behavior (MADD – Mothers Against Drunk Drivers), environmental conditions (Greenpeace), legal or political positions (National Union of Women’s Suffrage Societies), economics (ISO – International Organization for Standardization), and human rights (Relief International, Doctors Without Borders, Red Cross, etc.)
- Over the next several weeks, we will be covering a number of global issues and the organizations that have been developed both by governments and citizens to address and improve the quality of life and freedoms worldwide.
• In this unit of study you will be asked to develop a Project of Change. You will demonstrate and suggest a way you can become an agent of change by creating an original philanthropic organization that targets one or more SDGs. The philanthropic organizations are also called non-governmental organizations (NGOs).
• You will be working as a member of a specific team. Next week, you will be assigned to your teams and assigned specific project responsibilities.
• In addition to your team project, you will be required to address six global issues through specific journal prompts.
• Let’s look at your first journal assignment. It should be completed and submitted to your teacher no later than Friday. Journal #2 will be due next Monday/Tuesday, at your teacher’s discretion.
1. California fires: Deadly wildfires sweep through wine country
2. Venezuelan Lawmakers Vote to Put President Nicolás Maduro on Trial
3. The world’s fastest-growing refugee crisis is taking place in Myanmar
4. Japan inks defense deal with Germany amid China threat
5. In Pakistan, growing concern over tensions between military and civilian leaders
6. Dual Olympic bids approved for Paris and Los Angeles
7. Unity Deal Offers Hope for Palestinians and a Respite for Gaza
8. UCI effort to create mouse that more closely mirrors human Alzheimer’s wins federal grant
9. Violence erupts in Kenya over new election law
10. Zika vaccines show early promise
11. Christians in North Korea face open prosecution
12. World Cup 2018: Argentina, Portugal, Panama qualify; USA, Chile out
13. US suspends all non-immigrant visa services in Turkey
14. Climate Change and extreme weather driving migration
15. Syria war: Russian 'friendly fire' kills Turkish soldiers
16. Fall of ISIS Stronghold Raqqa Will Change War on Extremists, Not End It
17. What is – and isn’t – covered by the Iranian Nuclear Deal
18. Gunmen kill 14 at Mexico drug rehabilitation center
19. Hurricane Maria stronger as it barrels toward Puerto Rico
20. State Bar of California seeks to discipline L.A. County deputy public defender
21. Divided Europe seeks a long-term answer to a refugee crisis that needs a solution now
22. Earthquake in Central Mexico kills scores, topples buildings
23. US agrees to sell THAAD missile defence to Saudi Arabia
24. North Korea threatens to detonate H-bomb in Pacific
25. Catalonia faces uncertainty as leader weighs independence declaration
26. Venezuela’s paradox: People are hungry, but farmers can’t feed them
27. Surfers hit the waves in Laguna Beach’s Brooks Street Surfing Classic
28. EPA announces repeal of major Obama-era carbon emissions rule
29. Austria poised to shift sharply right in election
30. In Hong Kong, it’s the fans who protest during the National Anthem
Global Citizen Worksheet

What values do you think a global citizen possesses? Write some characteristics that describe a global citizen.
What are some local issues that you think are important?
National?
International?

Why do we need NGOs?
• What are some things the government takes care of?
• What are some things the people take care of?
• Is there a gap between these two sides?
• NGOs fill in the gap!

NGO: a non-profit group, unaffiliated with governments, that addresses issues for the public good. They exist on local, national, and international levels.

NGOs and Civil Society
• Civil society is the space between the state (government), private sector, and the household (citizens), where the people can take action
• NGOs are actors in civil society
Organization: Levels of Co-Operation

- Community-based: organizations that focus on local issues like the OC Food Bank
- Citywide: organizations that take care of business on the city level like chambers of commerce
- National: organizations that operate on a national level like the YMCA/YWCA
- International: organizations that exist in multiple countries

Levels of Co-Operation Review

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Organization: Orientation

- Charitable orientation
- Service orientation
- Participatory orientation
- Empowering orientation

Orientation Review

- Empowering: people from the org. give out supplies, food, and clothing
- Charitable: both people from the org. and the community participate together
- Participatory: people from the org. perform services for the community
- Service: people from the org. educate the community so that the community can continue to thrive

NGOs and Aid

- Humanitarian aid: aid given after natural disasters, man-made disasters, wars, crises, etc.
- Development aid: aid given to help improve the quality of life in a country

NGOs and the UN

- The UN currently partners with over 32,000 NGOs
- Many of these NGOs help to carry out the SDGs, and other UN projects
- The UN maintains a database of NGOs at csonet.org
Transparency and Accountability

- How do we know that NGOs are doing what they say they are doing?
- Transparency: allowing outsiders to look at projects and budgets for verification
- In order to be affiliated with the UN and other organizations, NGOs have to continue to show integrity and effectiveness in their fields

Sustainability

- No matter how good the intent is, an NGO is not successful if it doesn’t survive
- Funding: how can an NGO raise money?
- Organization: just like a company or government office, NGOs need
  - Strong board of directors
  - Regional managers
  - Employees/volunteers
  - Respect for local culture

What type of NGO will your team create?

Which SDG will you target?
Key Terms

1. **Non-Governmental Organizations (NGOs):** Any non-profit, voluntary citizens' group which is organized on a local, national or international level that are not affiliated with government. NGOs perform a variety of service and humanitarian functions, bring citizen concerns to government, advocate and monitor policies and encourage political participation through provision of information.

2. **Non-Profit:** An organization that does not gain profit from their activities. The money earned goes toward pursuing the organization’s objective, not for its owner(s).

3. **Civil Society:** The area between the state (government), private sector (part of national economy not under direct government control), and the household (citizens), where the people can take action.

4. **National Organization:** Organizations that operate all throughout the country, such as the YMCA.

5. **Community-Based Organization:** Organizations that focus on local issues and arise out of the people’s own initiatives, such as sports clubs, neighborhood organizations, or religious organizations.

6. **International Organization:** Organizations that exist in multiple countries.

7. **Citywide Organization:** Organizations that take care of business on the city level, such as the chamber of commerce.

8. **Charitable Organization:** Organizations that help and give to the community with little participation from the recipients. This includes meeting the needs of the people through food, clothing, medicine, housing, etc.

9. **Participatory Orientation:** These are characterized by self-help projects in which the local people are involved in carrying out the project by contributing cash, tools, materials, and labor.

10. **Service Orientation:** These activities include health, education, and family planning services, in which the people are expected to participate in the organization, while receiving service.

11. **Empowering Organization:** Organizations that teach the community to improve their own abilities to take action, lessening dependence on aid/handouts.
12. **Humanitarian Aid**: Aid given after natural and man-made disasters, wars, crises, etc. The primary objective of humanitarian aid is to save lives, alleviate suffering, and maintain human dignity.

13. **Development Aid**: Aid given to help improve the quality of life in a country.

14. **Transparency**: Having outsiders to look at an organization’s accounts, budgets, and projects to verify that they are using their money and influence that they say they will.
Unit II: Creating an Original Project of Change
Workshop:
Project of Change: Creating Team-Based Projects of Change

**Objective(s):**
- Introduce the concept of NGOs (non-governmental organizations)
- Define strategies used by successful teams
- Share goals built on each member accomplishing a given objective

**Outline:**
I. Introduce Non-Governmental Organizations (5 minutes)
II. Define Basic Objectives of the Project of Change (15 minutes)
III. Assign Students to Teams and Intern Leaders (5 minutes)
IV. Break into Teams and Begin Designing Original NGOs (15 minutes)

**Materials:**
- *Project of Change: Creating an Original NGO PowerPoint*
- *Project of Change Roster Sheet*
- *Project of Change Writing Assignments*
- *Project of Change Roles and Responsibilities*

**Key to Script:**
- *Italicized words indicate role/action.*
- *Bolded sentences are questions to be posed to class.*
- Normal print indicates words to be spoken aloud.
Workshop Script:

Part I: Introduce Non-Governmental Organizations

Intern A:

- The United Nations served as the center of the development of the SDGs.
  - But who is responsible for the SDGs?
  - Do you think the SDGs will be achieved by states, individuals, or teams?
- Teams are often responsible for helping to impact these global issues. Some of these teams are organized as NGOs.
- NGOs are teams of individuals who share a common goal/challenge. Some NGOs are created to address universal educational needs, some address hunger and homelessness. Irrespective of the challenge, the members of an NGO act together as agents of change.
- NGO stands for Non-Governmental Organization.
  - Though these organizations can receive some funding from governments, they are considered independent organizations that are established by individuals. Individual members of an NGO can come from several nations. They can come together across borders. The members and their mission are not restricted to one location.
- The new unit we are starting this week will allow you to develop a framework for this type of organization—an original NGO. Today each of you will become an active member of a specific team and be assigned to address a specific organizational need.

Part II: Define Basic Objectives of the Project of Change

Intern B:

- [Slide 2] Identify the objectives the students will work towards while creating their Project of Change.
- [Slide 3] Can you identify the NGOs associated with these labels? Help the students identify any unknown labels, and briefly explain the function of each NGO.
- [Slide 4-6] Explain the division of labor needed to create the Project of Change.
  - The class will be divided into teams of 8.
    - You may consider smaller groups. This is up to the discretion of the teacher.
  - Each team must come together to create an original NGO.
In order to complete a cohesive project, you must take part in group discussion, democratic decision making, and communication with your assigned mentor.

Intern C:
- [Slide 7-18] Review individual roles.
- Introduce writing assignments.
- [Slide 19] Review keys to successful project.

Part III: Assign Students to Teams and Intern Leaders

Site Supervisor:
- Use pre-determined team rosters to break the class into teams. Some teachers may allow the students to form their own teams. Check with the host teacher beforehand to determine which method of team selection they would prefer.

Part IV: Break into Teams and Begin Designing Original NGOs

In Teams:
- Turn to the “Project of Change Roster Sheet”
- Exchange contact information.
- Have students share the global issues that they would like to address.
- Create a list of the topics and agree on which theme they can select as their primary “cause” for their project. (Some NGOs target more than one SDG. Your team may want to combine two issues to define their mission).
- The cause must be a global issue that is applied at a local level; the students must relate the issue to their own communities and determine which specific population they will aim at helping. (Teachers may allow students to design a global project that is not community linked.)
- Turn to “Project of Change Writing Assignments.”
- In every organization, there is a delegation of responsibility. Each team member has a specific task they must accomplish which is essential to the success of the final product they create.
- “Project of Change Roles and Responsibilities” includes a detailed description about each role and writing assignment.
- Have the students deliberate amongst themselves and figure out which positions they would like to take. If they cannot select, be proactive and assign the roles for them.
Make sure the student understands that once they take on a specific role, they are in charge of making sure that their segment of the project is completed.

- Interns: you may not be able to complete the script during one class period. Please share your progress with any other interns assigned to your team.
Objective: To Create An Original Project of Change - NGO

- Programs and projects that address the SDGs have been developed within and across borders by “global citizens”.
- These groups have come together to address one or more SDGs.
- The groups can direct their energies to address local or global needs.

Can you identify the NGOs that are associated with these logos?

Original Project of Change: A Team Based Project

Your class will be divided into teams.
- Each team will contain 8 members.
- Each team will be asked to come together to achieve a common goal... the creation of an original NGO.

How will each team be working together to establish a shared goal?

- Group Discussions
- Democratic Decision Making
- Assigned Intern - Mentor

Project Layout
As with any team, whether it be a sports team or a work related team, each member will be assigned to a specific role. Your role responsibilities will be clearly explained.

1. Project Writers (2)
- Develops and writes a concise mission statement
- Collects the research paragraphs from other team members.
- Develops a concise and complete description of the original NGO, based on the teams research paragraphs.
- Prints the final NGO report.

2. Graphic Designers (2)
- Designs a specific logo that effectively illustrates the purpose of the team’s NGO.
- Designs a final NGO poster board that highlights important points.
- Assists the Marketing Specialist(s) with artistic needs.

3. Marketing Specialists (2)
- Develop an original PowerPoint, short video, or pamphlet that describes your NGO that can be used for promotion of its services and to recruit volunteers.

4. Project Presenters (2)
- Present the Poster Board by knowing all the facts/decisions your team has made regarding the NGO.
- Presents key aspects of the NGO such as:
  - Mission statement
  - Logo
  - Population served
  - Action plan
  - Promotion
  - Marketing

Research Writing Assignments
- Each team will be required to address a list of 8 specific questions/issues in order to create effective and original NGOs.
- Each member of the team will be assigned to write and submit via email a 2-paragraph description of one of these “structural” needs.
- A copy of your writings should be:
  - 1. Printed and submitted to your teacher
  - 2. Emailed to your site supervisor and team members.
Research Assignment

Project Writer #1:
- Define the basic mission of your NGO.
- Identify the specific SDG(s) your NGO will be addressing and describe how the issue impacts a local community.

Project Writer #2:
- Action plan/Implementation: Describe in a five-step plan the exact way you will set your project in motion.

Graphic Designer #1:
- Write a one-paragraph description of the logo design and the meaning behind its elements.
- Instead of a second paragraph, attach a draft drawing or computer graphic of your proposed logo.

Graphic Designer #2:
- Develop a design concept for the project's poster board.
- Describe the board design in one paragraph and submit a sketch of the design or computer generated layout.

Marketing Specialist #1:
- Paragraph #1 and #2:
  - Describe the cause of the problem that the NGO will be addressing.
  - Indicate what historical, social, or economic factors have caused the problem(s).

Marketing Specialist #2:
- Paragraph #1:
  - Create a "physical needs list" that will define the materials needed to implement your team's action plan.
  - Include a site for the headquarters, any other centers of operation, forms of transportation, storage sites, machinery, communication equipment, etc.

Project Presenter #1:
- Write up the 2-3 main goals your NGO hopes to achieve.
- Define the population to be served (age, gender, location, etc.) and the specific needs that will be addressed.

Project Presenter #2:
- Define the ways your NGO will work with members of the community.
- Think about community locations or organizations where you can recruit volunteers, identify corporations or stores that can help donate goods, expertise or other professional services, etc.
### Key to a successful project

- Completing your assigned student role
- Completing your research assignment
- Communicating with your teammates often
- Helping your teammates if necessary

### Team #1

- **Intern:**
- **Members:**

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We hope you enjoyed this preview of *Project of Change*.

For a complete edition, please contact:

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