

## Global Responsibility: Individual Action for Global Benefit

Prepared by: Kyle Tredinnick

School/Location: Omaha Public Schools/Omaha, Nebraska

Subject: Global Studies    Grade: 11-12th Grade    Interdisciplinary Unit Title: Global Responsibility - Individual Action for Global Benefit  
 Time Needed: 3 Weeks (6 - 80 minute Block Classes)

Unit Summary: This three week Unit is going to be geared towards students understanding that individual actions, both large and small, can have a significant impact towards achieving the goals as set out in the United Nations' Sustainable Development Goals. An overarching activity that will span the entirety of the unit will be a competition to challenge students to address and document their own actions, and how they are personally able to change their own behaviors for a global benefit. Regular check-ins will take place throughout the progress of the activity, and along the way we will learn about examples of individual people and organizations in class that were able to create meaningful change in their own communities. An overarching goal of this unit will be to empower students to see themselves as agents of positive change in the world.

### STAGE 1: Desired Results

**ESTABLISHED GOALS:**

G1 - Investigate how individuals are able to function within the structure of international governance to affect change.

G2 - Evaluate the interdependence of places and regions.

G3 - Analyze how geo-literacy can be applied to improve standards of living and solve problems

*Transfer*

*Students will be able to independently use their learning to:* evaluate the United Nations' Sustainable Development Goals and how a change in their behaviors can contribute to a global effort to improve life in this world for all. An overarching goal of student participation in this activity is that students learn to be responsible for themselves, and to use their position as citizens on a local, national, and global level to be advocates for all. While the focus of this activity will be on short-term measures the hope is that this leads to long-term changes in behavior for the students that they encourage in friends and family.

*Meaning*

**GLOBAL COMPETENCY:**

**UNDERSTANDINGS**

*Students will understand that:*

**ESSENTIAL QUESTIONS:**

<p>C1 - Examine Issues of Local, Global, and Cultural Significance</p> <p>C2 - Understand and Appreciate the Perspectives and world views of others</p> <p>C3 - Take action for collective well-being and sustainable development</p> <p>TECHNOLOGY USED: google forms, ipads, laptops, student cell phones</p>	<p>Individual actions are integral towards accomplishing the UN's SDGs through a cumulative effort.</p>	<p>What affect can individual actions have on solving global issues?</p> <p>How can people make changes that can help accomplish the goals set out in the United Nations' Sustainable Development Goals?</p>
<b>Acquisition</b>		
<p>RESOURCES:</p> <p>Dr. Seuss - <a href="#">The Lorax</a></p> <p>TED Talk - <a href="#">Bunker Roy: Learning from a Barefoot Movement</a></p> <p>National Geographic 360 - <a href="#">Cleaning Everest's Trash</a></p> <p>Out of Eden - <a href="#">Documenting the Everyday</a></p> <p>United Nations - <a href="#">The Lazy Person's Guide to Saving the World</a></p> <p>Global Citizen - <a href="#">Take Action</a></p> <p>UN - <a href="#">Act Now</a></p>	<p><i>Students will know:</i></p> <p>K1 - Understand the goals of the UN's SDG's and examples of projects being done around the world to help address them</p> <p>K2 - Apply the UN's SDGs in their own lives and understand how personal decisions can contribute to global action</p>	<p><i>Students will be able to:</i></p> <p>Apply an understanding of the UN's Sustainable Development Goals</p>
<b>Stage 2 - Evidence</b>		
<b>Assessment</b>	<b>Evaluation Criteria (Learning target or Student Will Be Able To)</b>	
<p>Assessments <b>FOR</b> Learning:</p> <p>Matrix of SDGs and Case-Studies of Actions that meet each category</p>	<ol style="list-style-type: none"> <li>1. Students will be able to explain the SDGs and each one's relevance to the protection and maintenance of the world's ecosystems and natural environment</li> <li>2. Students will be able to provide examples as case-studies of real-world projects being undertaken that help address the UN's SDGs</li> </ol>	

Unit Intra-School Activity	<ol style="list-style-type: none"> <li>3. Students will be able to list actions that people can take in their own everyday routines and explain the importance of those actions towards global action</li> <li>4. Students will be able to identify an SDG they are particularly interested in learning more about, and actions that they can take to help address that SDG.</li> </ol>
Assessments <b>OF</b> Learning:  End of Unit Reflection	In the end of the reflection students will need to be able to <ol style="list-style-type: none"> <li>1. Recall the SDGs</li> <li>2. Provide examples of different actions that are working towards achieving the SDGs</li> <li>3. Explain changes they can make in their own schedules to help address the SDGs</li> <li>4. Infer how individual actions can contribute to global actions and lead to global cooperation</li> <li>5. Construct an argument on why individuals should consider making changes in their own lifestyle with specific mention to SDGs</li> </ol>

### Stage 3 - Learning Plan

Week 1: Project kickoff and explanation. Students will be guided through the specifications of the unit's goals and objectives, and be introduced to the activity they will be participating in over the course of the unit. Students have already been introduced to the United Nations' Sustainable Development Goals in a previous unit. In Unit I the students were introduced to the UN SDGs that directly relate to the environment. In this week students will become more familiar with the SDGs that are not directly related, and connect each of the remaining SDGs to how they could indirectly be related to the environment. One thing that I really want students to think about are which of the SDGs really matter to them, as in which are the issues they are most concerned about. Once they establish that they can then go about in the Unit Activity (highlighted below) in choosing activities that will help address that particular SDG.

Week 2: The focus of this week will be on case studies of individuals around the world who have undertaken projects that have had global impact. As of right now I am looking to use a combination of articles and TED talks, but it would also be great to bring in a guest speaker who is involved with a project to be able to talk about their work and connect it to the SDGs so that students can connect what they are learning to actual work being done in the field. As a way to expand the ideas there is also an emphasis on the ideas of global citizenship. This connects to the idea that although we may be working as individuals, we are working as a global whole for the benefit of all.

Week 3: This week will be the end of the intra-school competition. Students will take time to reflect and discuss their

observations/conclusions that they come up with through participating.

#### Unit Activity

Part of the Unit is an intra-school challenge between my Global Studies course and the science teacher's Environmental Science Course. Since we both have such small classes we would do a cumulative competition (all of my Global Studies students against all of her Environmental Science students). I am Looking into using the *Lazy Person's Guide to Saving the World* in connection with the UN's Sustainable Development Goals (<https://www.un.org/sustainabledevelopment/takeaction/>). We would have to adapt some of them to be more applicable to the average high school student. The Guide has different activities of different "levels." For each activity students would receive points based on the level (ex. Level 4 = 4 points). To get credit for the activity they would have to submit photo or video evidence (through a google form), and then correctly identify how that activity connects to one of the SDGs and how. At the end of the challenge time-frame (1-3 weeks) the scores for each class would be added up and divided by the total number of students in each class to determine a class average. The class with the higher average would win some sort of reward (possibly a traveling trophy?). There could also be an award for the student with the highest individual score.

Since it would be an intra-school opportunity this would encourage interactivity amongst the classes, sections of each class, and individuals in each of the classes. The course forum could be a great way for students to share their successes, their challenges, and their advice for their fellow students. I really would want this to be a way for students to cheer each other on as a means of digital citizenship in that they would be learning how to positively work together with one another, despite the fact they may not be able to be with each other. Even though it is a competition, it really is one where everyone is since they are all working towards a common goal.

The real strength of this challenge is the connections that students have to make to the SDGs. While this could be applicable to the global competency of examining issues at a local level, the most relevant connection is probably to the fourth competency of "Take action for collective well-being and sustainable development." The long-term benefit of this challenge will be putting the idea into the students' heads of how the actions that they do everyday can contribute to the overall well-being of the planet and they can be forces of change in the decisions that they make.

For my class, the students could complete a reflection into how participating in this challenge helped shape their behavior and what types of short-term/long-term changes they anticipate. I would also have students examine the different activities to think about which ones would be simpler to accomplish by people in different situations (socio-economic, geographic, development, etc.). Furthermore, students could reflect on why their actions as individuals are important in addressing global issues by making specific mention of the SDGs that their actions helps

address and use examples from their own actions

The Assessment piece for the unit would be an action piece that the students individually decide to further the impact of their participation in the challenge. Students would be graded on their ability to take what they have learned to either encourage change in others, push for reform at a local, state, or national level, and increase their knowledge of a topic that is of global concern. The last piece of this will be in how they think participation in this activity can/will affect their long-term decision making about what changes they will be able to make permanent to positively help address the UN's SDGs.

Lesson Plan (Designed for Day 3 of 6 of the unit)

### Fulbright TGC

Lesson Title: An Artist's Eye for Global Change

Subject: Global Studies: World Environmentalism

Prepared by: Kyle Tredinnick

Materials Needed: Padlet, computer/tablet, internet access, TED Talk: James Balag: Time-Lapse Proof of Extreme Ice Loss (<https://www.youtube.com/watch?v=DjelpjhAqsM>), assortment of art supplies (colored pencils, watercolors, crayons, markers, student cell phone cameras)

Global Competency: communicate ideas effectively with diverse audiences by engaging in open, appropriate, and effective interactions across cultures

Where is the lesson going?  
(Learning Target or SWBAT)

Students will be able to explain how artists are able to use their medium to present the urgency to act to address issues related to the United Nations' Sustainable Development Goals.

Hook:

Tailored Differentiation:

1. The TED talk should allow captions so that

<p>Students will state by answering the following question in the course’s forum and then engage in a teacher-led discussion regarding their responses.</p> <p>“What are the advantages of communicating about issues related to the UN’s Sustainable Development Goals using art?”</p>	<p>students can read along while watching in case some of the words are difficult to hear.</p> <ol style="list-style-type: none"> <li>2. Students can be provided the transcript of the TED talk if needed (it is an option provided by youtube)</li> <li>3. During the rethink and revise section students are able to choose an artistic medium to utilize. Students are able to choose a medium based on their talents, but photography is an option for students who are uncomfortable drawing or painting something.</li> </ol>
<p><b>Equip:</b></p>	
<p>Students will watch the TED Talk by James Balog titled “Time-Lapse Proof of Extreme Ice Loss.” While students are watching they are going to be trying to answer the question of how artists are able to use their work to raise awareness of important global topics related to the SDGs. What I want them specifically to pick out from watching this clip is the how/why James Balog specifically is able to use photography for the purpose of change, and not just creating pictures. During the video students are expected to jot down ideas related to the question and examples which we will discuss as a class.</p>	
<p><b>Rethink and revise:</b></p>	
<p>Students will then select one of the SDGs and research a particular area of concern related to the goal. Students will then create an original piece (using a medium of their choice) that helps raise awareness of the issue, and the UN’s sustainable development goals. The purpose is to get students to practice communicating information and concern using a visual medium to try to attract more attention to the issue. The teacher will provide art supplies to the students for them to use (students can also use their camera phones to take pictures - a way to print off the photos will be necessary). Once the students are done with their pieces they will quickly present their piece to the class and explain what message they were trying to get across and how it relates to the SDGs. Once</p>	

<p>students are completed with their piece they will be hung up for display around the school.</p>	
<p><b>Evaluate:</b></p>	
<p>As a reflection students will be asked to write responses to the following questions:</p> <ol style="list-style-type: none"> <li>1. Reflect on the piece of art you created and explain what message you were trying to convey and how that is linked to one of the UN's SDGs. (Please specifically mention which SDG your piece is related to and how)</li> <li>2. How can art be used as an effective medium to communicate with a broad population about issues related to the UN's SDGs?</li> </ol> <p>The responses will be evaluated based on how well the students are able to communicate and provide examples of how art can be used to raise awareness about topics related to the UN's SDGs.</p> <p>Students will post their reflections, as well as photos of their artwork to a padlet that will be shared between all of the sections of the class where they will be able to see and comment on the artwork of the other students.</p>	
<p><u>Notes:</u>  Link to TED Talk - <a href="https://www.ted.com/talks/james_balog_time_lapse_proof_of_extreme_ice_loss/transcript?language=en">https://www.ted.com/talks/james_balog_time_lapse_proof_of_extreme_ice_loss/transcript?language=en</a>  Link to the UN's SDGs - <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>	<p><u>Organization:</u>  Hook: 10 min  Equip: 25min  Rethink and Revise: 50min  Evaluate: Homework</p>