



UNITED NATIONS ASSOCIATION
OF THE UNITED STATES OF AMERICA



The United Nations Project

Overview:

“In 2015, world leaders agreed to seventeen goals for a better world by 2030. These goals have the power to end poverty, fight inequality and stop climate change. Guided by the goals, it is now up to all of us, governments, businesses, civil society and the general public to work together to build a better future for everyone.”

Educational Standards:

- C.6_12.4 Investigate the role and responsibilities of citizenship in society.
- E.6_12.6 Analyze how globalization has impacted various aspects of economies around the world.
- RI.7.2 I can convey a Theme/Central idea and how it is conveyed through details in a non-fiction text.

Objective:

The objective of this assignment is to create, through research, a journal, videos, a poster, and a culminating project that sets out to move the world closer to achieving one of the UN Global Goals. This project can be as large or small as you see fit, and can be impactful on any scale. In short, by the time this project is finished, you will have designed something which creates some kind of progress towards achieving one of the ten presented UN Global Goals. Note that you may need to seek “outside experts” if you need help with things like sewing, welding, woodcutting, etc. that you lack expertise in.

Activities:

Part I: The Brainstorming Journal

The first phase of this is the writing of a journal. It will be 4-5 paragraphs, double-spaced in length. **Each member of the group will need to complete his/her own journal.** It will answer the following questions:

1. What is your topic and three areas of concern that you will address? Why are they important?
2. List three ways you can create improvement regarding your project. In your mind, what do you see your finished project “looking like”?
3. Whom do you know, and in what context do you know them, that could help you take this project from conception to completion?
4. What specific, practical skills do you have that can help this project be successful? For example, if you are going to build something, what are some of your talents/experiences as a builder? If you are going to create something artistic, what is your prior knowledge/skill set that will help this go well?

The Brainstorming Journal Rubric

| | 4 | 3 | 2 | 1 |
|---|--|---|---|--|
| Global Citizenship: Does the journal indicate an understanding of the Global Goal chosen? | The journal indicates an understanding of the Global Goal chosen excellently. | The journal indicates an understanding of the Global Goal chosen well. | The journal indicates an understanding of the Global Goal chosen to a limited extent. | The journal does not indicate an understanding of the Global Goal chosen. |
| Learning To Learn: Does the journal indicate an understanding of personal, transferable skills? | The journal indicates an understanding of personal, transferable skills excellently. | The journal indicates an understanding of personal, transferable skills well. | The journal indicates an understanding of personal, transferable skills chosen to a limited extent. | The journal does not indicate an understanding of personal, transferable skills. |
| Communication: Does the journal communicate effectively in written form using the RBG Method? | The journal does not communicate effectively in written form. | The journal communicates effectively in written form to a limited extent. | The journal communicates effectively in written form well. | The journal communicates effectively in written form excellently. |

Part II: Research

In this phase of the project, your task is to gather as much key information about your Global Goal as possible. This information will be placed in a Google Doc that looks like this:

Names: _____

1. Global Goal Chosen with Specific Target:

2. One piece of information that includes numerical data and shows why improvement in my Global Goal is vital **to the local community**:

3. Source of “Local Community Data”:

4. One piece of information that includes numerical data and shows why improvement in my Global Goal is vital **to the nation as a whole**:

5. Source of “National Importance Data”:

6. One piece of information that includes numerical data and shows why improvement in my Global Goal is vital **to the world as a whole**:

7. Source of “Global Importance Data”:

RESEARCH “BARE MINIMUM” EXAMPLE:

1. Global Goal Chosen with Specific Target:

My chosen goal is #3: Good Health & Well-Being to Ensure Healthy Lives and Promote Well-Being for All at All Ages. My focus will be specifically on Target 3.A: Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate.

a. Source: <https://www.un.org/sustainabledevelopment/health/>

2. One piece of information that includes numerical data and shows why improvement in my Global Goal is vital **to the local community**:

According to statistics from the Upper Missouri District Health Unit’s Williams County Community Profile, respondents who reported that they smoked every day or some days = 29.3% (Williams County) and 20.6% (North Dakota)

3. Source of “Local Community Data”:

These statistics are from Upper Missouri District Health Unit’s Williams County Community Profile which was published in March of 2018.

a. Source: <http://www.ndhealth.gov/HealthData/CommunityHealthProfiles/Williams%20County%20Community%20Profile.pdf?v=2>

4. One piece of information that includes numerical data and shows why improvement in my Global Goal is vital **to the nation as a whole**:

According to the Center for Disease Control, (CDC), Cigarette smoking is responsible for more than 480,000 deaths per year in the United States, including more than 41,000 deaths resulting from secondhand smoke exposure. This is about one in five deaths annually, or 1,300 deaths every day. On average, smokers die 10 years earlier than nonsmokers. If smoking continues at the current rate among U.S. youth, 5.6 million of today’s Americans younger than 18 years of age are expected to die prematurely from a smoking-related illness. This represents about one in every 13 Americans aged 17 years or younger who are alive today.

5. Source of “National Importance Data”:

These statistics are from the Center for Disease Control’s Fast Facts on Diseases and Death.

a. Source: https://www.cdc.gov/tobacco/data_statistics/fact_sheets/fast_facts/index.htm#:~:text=Cigarette%20smoking%20is%20responsible%20for,or%201%2C300%20deaths%20every%20day.&text=On%20average%2C%20smokers%20die%2010%20years%20earlier%20than%20nonsmokers.

6. One piece of information that includes numerical data and shows why improvement in my Global Goal is vital **to the world as a whole**:

According to the World Health Organization, the tobacco epidemic is one of the biggest public health threats the world has ever faced, killing more than 8 million people a year around the world. More than 7 million of those deaths are the result of direct tobacco use while around 1.2 million are the result of non-smokers being exposed to second-hand smoke.

7. Source of “Global Importance Data”:

These statistics are from the World Health Organization’s 2019 Global Tobacco Pandemic report.

a. Source: <https://www.who.int/news-room/fact-sheets/detail/tobacco>

The Research Rubric

| | 4 | 3 | 2 | 1 |
|--|---|--|---|---|
| <p><u>Global Citizenship:</u> Does the data indicate an understanding of the Global Goal chosen?</p> | The research indicates an understanding of the Global Goal chosen excellently. | The research indicates an understanding of the Global Goal chosen well. | The research indicates an understanding of the Global Goal chosen to a limited extent. | The research does not indicate an understanding of the Global Goal chosen. |
| <p><u>Learning To Learn:</u> Does the data indicate an understanding of different levels of importance?</p> | The research indicates an understanding of different levels of importance excellently. | The research indicates an understanding of different levels of importance well. | The research indicates an understanding of different levels of importance to a limited extent. | The research does not indicate an understanding of different levels of importance. |
| <p><u>Communication:</u> Is the data communicated effectively in written form, including citations?</p> | The research communicates effectively in written form excellently, including citations. | The research communicates effectively in written form well, including citations. | The research communicates effectively in written form to a limited extent, including citations. | The research does not communicate effectively in written form, including citations. |

Part III: The Videos

As you are working on your project, you will keep a series of brief video journals detailing your progress throughout this task.

Your videos will involve THREE of the following five topics:

- A “progress so far” video.
- A “challenge I need to overcome” video.
- A “great piece of feedback I plan to use” video.
- A “one more day and then I’m done” video.
- An “I’m finished, and this is how I feel it went” video.

Videos should be around one to two minutes in length. You will produce and upload a total of three videos.

The Videos Rubric

| | 1 | 2 | 3 | 4 |
|--|---|--|---|--|
| <u>Critical Thinking and Problem Solving:</u> Do the videos demonstrate thoughtful reflection on the product being created? | The videos do not demonstrate thoughtful reflection on the product being created. | The videos demonstrate limited thoughtful reflection on the product being created. | The videos demonstrate good thoughtful reflection on the product being created. | The videos demonstrate excellent thoughtful reflection on the product being created. |
| <u>Creativity:</u> Do the videos demonstrate new discoveries, concepts, and/or ideas? | The videos do not demonstrate discoveries, concepts, and/or ideas. | The videos demonstrate limited discoveries, concepts, and/or ideas. | The videos demonstrate good discoveries, concepts, and/or ideas. | The videos demonstrate discoveries, concepts, and/or ideas. |
| <u>Global Citizenship:</u> Do the videos explore contributions to local and global initiatives that make a difference? | The videos do not explore contributions to local and global initiatives that make a difference. | The videos explore contributions to local and global initiatives that make a difference to a limited | The videos explore contributions to local and global initiatives that make a difference well. | The videos explore contributions to local and global initiatives that make a difference excellently. |
| <u>Communication:</u> Do the videos express ideas and use the medium well? | The videos do not express ideas and use the medium. | The videos express ideas and use the medium to a limited extent. | The videos express ideas and use the medium well. | The videos express ideas and use the medium excellently. |

Part IV: The Tri-Fold Poster

You will design a tri-fold poster that showcases the information you've gathered about your chosen Global Goal.

It must also answer the following questions:

1. What lesson do I want my peers to learn from the information presented
2. What course of action would you like your peers to take after hearing your information?

Include the following on your tri-fold poster:

- Title and your names
- Name of the Global Goal chosen
- Important information from your research
- Main lesson you want your peers to learn
- Course of action others could take
- Graphics (evidence of local, national, and world problems pertaining to your Global Goal chosen)
- Picture of your final project
- Source citations

The Tri-Fold Poster Rubric

| | 4 | 3 | 2 | 1 |
|-------------------|--|--|---|--|
| Required Elements | The poster includes all required information as well as additional information. | The poster includes all required information. | The poster includes most required information. | The poster includes very little required information. |
| Graphics | All graphics are related to the topic and make it easier to understand. | All graphics are related to the topic and most make it easier to understand. | All graphics are related to the topic and make it easier to understand. | All graphics are related to the topic and make it easier to understand. |
| Attractiveness | The poster is exceptionally attractive in terms of design, neatness, and layout. | The poster is attractive in terms of design, neatness, and layout. | The poster is acceptably attractive in terms of design, neatness, and layout. | The poster is distractingly messy or very poorly designed. It is not attractive. |

Part V: The Prototype

You will create a prototype that will aid in achieving a solution to your chosen UN Global Goal. This prototype can be large or small, digital or physical, and must be approved by a teacher before you begin it.

Rubric TBD

Part VI: The Presentation

Now that your project is completed, you will have the chance to share it. The format for this sharing will be a “Project Fair” in our Commons areas. Students from a different class will visit each table, and you will have the chance to tell them about it. This sharing will be largely informal, and the class visitors will offer their feedback and insights in the future.

Rubric TBD

Project Components Checklist:

- Journal for each team member (4-5 paragraphs that answers ALL questions.)
- Research (1 Google Doc that answers ALL questions for the group.)
- Videos (3 videos total for the group - each video is 1-2 minutes in length)
- Tri-Fold Poster (1 for the group)
- Prototype (1 for the group - must be approved before you begin!)
- Presentation (each member of the group will need to speak about the project)