**Essential Question***In our increasingly interconnected world, how can various approaches to actualizing philanthropy benefit our global society?*

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| Learning Objectives:   1. Understand the similarities between a local social issue and that issue on a global scale 2. Learn about global philanthropy and its components | 21st Century Skills Alignment:   1. Government and Civics 2. Global Awareness 3. Critical Thinking and Problem Solving 4. Communication and Collaboration 5. Social & Cross-Cultural Skills 6. Information Literacy |
| Materials Needed:   1. Nonprofit organization lists 2. UN Declaration of Human Rights (one printed copy for each student, see Appendix) 3. Paper | C3 Framework Alignment:   1. Developing questions and planning inquiries (p. 23- 25) 2. Civic and Political Institutions (p. 32) 3. Participation and Deliberation: Applying Civic Virtues and Democratic Principles (p. 33) 4. Global Interconnections: Changing Spatial Patterns (p. 44) |
| Resources:   1. Sustainable Development Goals - <http://www.un.org/sustainabledevelopment/development-agenda/> 2. Simplified version of the Universal Declaration of Human Rights, taken from [youthforhumanrights.org](http://youthforhumanrights.org); the full version can be found at <http://www.un.org/en/documents/udhr/> | Service Learning Standards  Partnerships:   1. Reflection 2. Diversity 3. Partnerships 4. Youth Voice |

**Schedule Overview:**

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| Time | Task |
| 10 | Nonprofit Organizations / Social Issue Overview |
| 14 | Social Issues in a Global Context |
| 10 | Declaration of Human Rights |
| 8 | Connections: Personal, Local, Global |

Total Time: 42 minutes

**Detailed Content:**

1. Nonprofit Organizations / Social Issue Overview

* Review the chosen nonprofit organizations and field any questions they have
  + Make sure the students understand the mission and general work of each organization
* *Could you share why you decided to send \_\_\_\_\_\_\_\_\_\_\_\_\_ organization the grant application for potential funding?* 
  + Go through this question for each organization that was sent a grant application. More than one student can share about an organization.
* *I want share about how (chosen social issue) affects (community).*
  + Teacher should share some statistics around the social issue that the students have chosen on a local community level. This research should be done between the 4th and 5th lessons. You may contact Karin, [karin@allowanceforgood.org](mailto:karin@allowanceforgood.org), in between the two lessons for support with this part.

2. Social Issues in a Global Context

* *Now that we have a handle on (social issue), we are going to broaden our perspective about this issue by looking at it on a global scale.*
* *First, I want us to take a look at the Sustainable Development Goals that were created by the United Nations to be achieved by year 2030.* 
  + *Can someone tell me the role of the UN?*
* Pull up the list of Sustainable Development Goals (see Appendix)
  + *Take a moment to read over these 17 goals.*
* *Please turn to the person next to you and discuss the following questions:*
  + *1. Which goal(s) does your chosen social issue fall under?*
  + *2. What goal(s) do you think are most pertinent for our world? Why?*
  + Give the students about 3-4 minutes to discuss in pairs.
* *I want share about how (chosen social issue) affects our global community.*
  + Teacher should share some statistics around the social issue that the students have chosen on a global level. This research should be done between the 4th and 5th lessons. You may contact Karin, [karin@allowanceforgood.org](mailto:karin@allowanceforgood.org), in between the two lessons for support with this part.

3. Declaration of Human Rights

* Pass out copies of the simplified Universal Declaration of Human Rights
* Split the students into groups of 4-5.
* *In your groups, please discuss the following questions* (write the questions on the board):
  + What did you learn from the Declaration of Human Rights?
  + Did anything surprise you?
  + Had you heard of this declaration before?
  + Why is this important?
  + Do you think this is followed everywhere in the world?
  + Who enforces this Declaration of Human Rights?
* Give the student about 5 minutes to discuss.
* *Can one person from each group share what their group discussed?*

4. Connections: Personal, Local, Global

* *I want you all to think of the term global citizen. What are the words that come to mind when you envision who a global citizen is?*
  + This should be an open brainstorm. One teacher should write down the words on the board while the other leads the conversation.
  + Also during this time pass around a blank sheet of paper to each student.
* *Those are all great descriptors (*add in words if necessary). *Now take your piece of paper and fold it into thirds. In one column write “Personal” in the second column write “Local” and in the third column write “Global”* 
  + *Take five minutes and thinks about how how (social issue) affects you personally, how it affects your local community, and how it affects the global community.*
* Have students share if their is time. Debrief the grant application process again to make sure everyone is on the same page.