Brussels Study Tour 2019- Unit Plan

Name: Carly Imhoff and Kate Craven	Unit Plan: Starting the Week of September 9th
	Subject/Grade Level: 7th-8th grade elective

Unit Title:	"Diplomacy in Action for Sustainable Development"
Unit Narrative:	Students practice diplomacy skills while collaborating towards the United Nations Sustainable Development Goals. Each student takes the perspective of a different Member Country of the European Union and then uses technology to advocate for action on that goal.
Standards:	CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. CCSS.ELA-LITERACY.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Objectives

→ Compare data from several indicators of the United Nations Sustainable Development Goals for European Union Member States.

→ Apply diplomatic skills to make a call for action on the United Nations Sustainable Development Goals.

→ Use technology (such as video communication platforms and interactive story maps) to advocate for the United Nations Sustainable Development Goals.

Big Ideas

→ Data can help us set goals and determine action for the United Nations Sustainable Development Goals.

→ Diplomacy can help us connect and collaborate within the European Union.

→ Technology is a tool to reach larger audiences and advocate for Sustainable Development in the EU.

Essential Question

→ How can diplomacy help us achieve the United Nations Sustainable Development Goals by 2030?

→ How is the European Union working towards Sustainable Development?

Learning Acquisition and Assessment

Students will know… (content/concepts)	Students will be able to… (skills, performance tasks)
→ What the United Nations Sustainable Development Goals are. → How their country in the European Union is working towards Sustainable Development.	→ Use technology to advocate for the United Nations Sustainable Development Goals. → Use diplomatic skills to make connections with a country in the EU. → Use public speaking skills to clearly communicate their country's point of view and call for action.

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Formative Assessments	Summative Assessments
→ Diplomacy for Sustainable Development Recording Sheet. → Recorded students' speeches. → Recorded adapted speeches using diplomatic skills. → Self, peer, and teacher feedback sheets for resolution writing.	→ Interactive Story Map of the European Union including each students' country and the collaboration as a whole.

Learning Activities:	
Day 0	If your class has not already learned about the United Nations Sustainable Development Goals (UN SDGs), it is important to discuss the goals before beginning the other learning activities. One way to start a discussion is by watching this video by The World's Largest Lesson: https://www.youtube.com/watch?v=cBxN9E5f7pc. You can find additional resources for teaching about the goals here: http://worldslargestlesson.globalgoals.org/ If your class has not already learned about the European Union, build background knowledge first. Have students watch an overview explaining the EU: http://www.freetech4teachers.com/2013/07/a-short-explanation-of-european-union.html?m=1 , have them take virtual tours of the buildings of the EU, https://www.consilium.europa.eu/en/contact/virtual-tour/, and consider getting a wide range of teacher materials from the EU learning center: https://europa.eu/european-union/documents-publications/teachers_en
Day 1	→ For the activities, each student needs to pick a European Union Member State and a UN SDG that they would like to research. → Once they have decided, explain that they need to find a "hook" about their Member State's progress towards the UN SDG. A hook is a piece of information that can grab someone's attention. The UN SDGs are critically important and the students will want to share what they learn with other people. Surprising facts and statistics can grab the attention of your audience. → Direct the students to the following website: https://ec.europa.eu/eurostat/cache/digpub/sdgs/index.html?country=DE&goal=SDG1&ind=1&chart=bar There, they can see how the country they chose is progressing towards the UN SDG that they chose. They can also compare countries and explore different goal indicators. While searching through the interactive data, they should decide on one hook to share with the class. → At the end of the class, have each student share and record (on the recording sheet) the hook that they chose. They will build off of the hook in the following classes.
Day 2	→ Today, the students will use data that is specific to the country and UN SDG that they chose to decide what point they would like to make. The point could be an area of strength that the country has shown in meeting the UN SDG. The point could also be an area of weakness that the country could improve upon through multinational collaboration. → Direct the students to revisit https://ec.europa.eu/eurostat/cache/digpub/sdgs/index.html?country=DE&goal=SDG1&ind=1&chart=bar → For each country and UN SDG there are several indicators. The students should look at all the indicators to see where their country is doing well. For example, there are five indicators with data sets for UN SDG 1: Zero Poverty. Compared to other countries in the EU, Germany is weak in the area of the amount of people who have jobs but are still at risk for poverty. Instead, if a student chose Germany and UN SDG 1, their point should be about the low overcrowding rate in German

	households because this is an area of strength that Germany could encourage other countries to follow. The point should focus on the country's position on the indicator. → If the student's country does not show a strength in any of the indicators, the student's point could instead focus on the importance of improvement in one of the weak indicators → Before the end of the class, the students should record and share their points as they will build off of these.
Day 3	→ Today, students will develop a call to action based on the point they developed. → Have the students share the point that they developed last class with a partner. → Give each student four sticky notes. On each sticky note, the student should write an idea they have for a call to action. What would the country they selected want other countries to do to continue to increase progress towards the UN SDG? → Have the students work with a partner to help them decide which call to action is the one they feel most strongly about. Then, have the students write down their call to actions before the next class. At this point, they have a completed speech.
Day 4	→ Now that the students have completed the hook, point, and action on their recording sheet, they have a completed mini speech. The students can use this speech to present a sustainable development idea to their local government. Or, they could use their speech as an opening statement at a Model UN or Model EU Sustainable Development Conference. The speeches can also be shared in written form and the students can mail them to policy makers. → Today, students will video record their speeches on Flipgrid.com. Flipgrid is a free online platform for students to record and share their ideas through short videos. After you set up a free Flipgrid account, you will receive a code to share with your students. The students will enter the code on the flipgrid.com and record their videos. → Try to find a school in the European Union for the students to exchange speeches with. For example, if your school participates in the German American Partnership Program (https://www.goethe.de/ins/us/en/spr/eng/gap.html), you could share with your partner school. You could also request a partner school directly through Flipgrid through a program called GridPals: http://blog.flipgrid.com/news/gridpals.
Day 5	→ Today, the students will use diplomatic skills to adapt their speech to a specific audience. → Have the students watch the following video about diplomacy: How to be a Diplomat by Kidspiration: https://www.youtube.com/watch?v=oHpf3h276XI → As a class, develop a list of diplomacy strategies. This should include acknowledging the other country's point of view and showing that you have listened to their concerns. → Students should adapt their speeches to convince another country to action. Each student will need to pick another country to compare to their original country.
Day 6	→ Today the students will take what their recorded speeches and combine them into an interactive StoryMap. → Before the class begins, you will need to set up a StoryMap for the students to add to and then share the map with the students' accounts. You will also need to create an organizational account and accounts for students through ArcGIS; this is free for schools. → The students will use their ArcGIS accounts to log into Esri Story Maps: https://storymaps-classic.arcgis.com and navigate to the map the teacher shared with them.

	→ Each student should add their video speech to the map. First, they will need to create a pin on the country that they researched. Then they will be able to upload their video.
	→ Have the students brainstorm a list of audiences that they could share their map with. Local policy makers, partner school in the European Union, Model UN Conferences, etc.
Day 7	→ Today the students will create an introduction to an EU Resolution.
	→ Now that students have their speeches written, they are ready to begin the more in-depth process of writing their resolutions - what it is they plan to accomplish. Similar to the United Nations, EU resolutions are not binding; rather they are generally agreed upon guidelines.
	→ To familiarize themselves with the genre of resolution writing, have students read through sample resolution on the Goethe guide to writing resolutions in their partner pairs. http://www.goethe.de/ins/uy/prj/jug/pro/WRITING-RESOLUTIONS_en.pdf
	→ In their partner pairs, students should jot down the parts they see in the resolution. Why is each part there?
	→ Call students back together. As a class, generate a guide for writing resolutions based on the notes they have each taken.
Day 8	→ Today, students will draft an argument that supports the need for action - the persuasive part of resolution writing.
	→ Have students look back at the guide they wrote to crafting resolutions. Give them a chance to look back to the "point" portion of their speeches and look for additional evidence using the UNSDG Goals resource.
	→ Pass out the list of argument (introductory) phrases from the Goethe website. Have students select 5 to use as sentence starters. Use these to draft a sample argument section quickly as a group.
	→ Give students a few minutes to jot down their own arguments.
	→ Argument presentation: have students read their arguments using the persuasive tactics they learned in previous lessons.
	→ Pass out sticky notes to students. Have them jot down one thing they thought was persuasive and one thing that would be worth changing.
Day 9	→ Today, students will draft the meat of their resolution- the proposal piece- using operative clauses.
	→ Have students look back at the guide they wrote to crafting resolutions. Also pass out their speeches and give them a chance to look back to the "action" portion of their speeches and look for additional evidence using the UNSDG Goals resource.
	→ Pass out the list of action (operative) phrases from the Goethe website. Have students select 5 to use as sentence starters. Use these to draft a sample action section quickly as a group.
	→ Give students a few minutes to jot down their own section.
	→ Argument presentation: have students read their calls to action using the persuasive tactics they learned in previous lessons.
	→ Pass out sticky notes to students. Have them jot down one thing they thought was persuasive and one thing that would be worth changing.
Day 10	→ Today, students will format their proposals so they are ready to be shared. They will revise their proposals and add the finishing touches.

	→ Together, generate an outline for what needs to be created.
	→ Have students format their papers into that outline.
	→ Student feedback: have students score their resolution according to the resolution writing checklist.
	→ Peer feedback: have students trade their resolutions with a partner. Use the peer feedback guide to have them give feedback to their writing partner.
	→ With the time that remains, have students focus on revising their proposals according to the feedback they received.
Day 11	→ Today, students will practice presenting their resolutions using their persuasive speaking skills.
	→ Using the Flipgrid connection, have students record a video of their speech. Share it with students in your partner EU program.
	→ Have students upload Flipgrid videos to the GIS Storymap for additional depth.

Resources and Materials

→ Interactive data on how each EU Member State is progressing towards the United Nations Sustainable Development Goals:

https://ec.europa.eu/eurostat/cache/digpub/sdgs/index.html?country=DE&goal=SDG1&ind=1&chart=bar

→ Data on global progress towards the United Nations Sustainable Development Goals: https://sdg-tracker.org/

→ Online tool for students to gather data from their own communities and present the data as an interactive map. https://storymaps.arcgis.com/

→ How to be a Diplomat by kidspiration: https://www.youtube.com/watch?v=oHpf3h276XI

→ Website for easy student video recording and collaboration: https://flipgrid.com/

→ Tips for writing speeches and public speaking: https://mun.bestdelegate.com

→ Guide to writing resolutions for Model EU: http://www.goethe.de/ins/uy/prj/jug/pro/WRITING-RESOLUTIONS_en.pdf

Diplomacy for Sustainable Development Recording Sheet

Directions: During the next several classes, you will research a European Union Member State and their progress towards one of the United Nations Sustainable Development Goals (UN SDG). By the end of the unit, you will have a short speech that you can use to convince others to work toward the UN SDG too.

EU Member State:_____
Example: Germany

United Nations Sustainable Development Goal:_____
Example: United Nations Sustainable Development Goal 1: No Poverty

1. **Start with a hook. A hook should be something surprising that gets your audience's attention. It could be a fact, statistic, or thought provoking question.**

Example: Can you imagine sharing a bedroom with several generations of people? Over 15% of Europeans live in overcrowded homes.

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2. **Next, make your point. State how the country you chose is doing in regards to the UN Sustainable Development Goals and why it is important.**

Example: We need to reduce overcrowded homes to meet UN Sustainable Development Goal 1 by 2030. Germany has reduced the percent of people living in overcrowded homes to 7% but this is still too high.

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3. **Suggest an action. Decide on a specific solution and encourage your audience to take action.**

Example: Through thoughtful city planning and increasing the availability of affordable housing, we can help all countries reduce overcrowded living conditions. Let's make sure everyone has enough space for a healthy and sustainable life.

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4. **Record your video. Go to flipgrid.com and enter the code that you received from your teacher. You can rerecord as many times as you need.**

Public Speaking Tip:

Eyes- Make eye contact (with the audience or the computer camera)

Hands- Use your hands to emphasis what you are saying but don't wave your hands around in a way that will distract the audience.

Feet- Stand with your feet apart.

Voice- Project your voice so that everyone can hear.

5. **Add a dash of diplomacy! Choose another country and adapt your speech to specifically convince that country to take action. Remember, diplomats make connections to other countries that show that they understand where the country is coming from. Record a second version of your speech**

Example: If Germany wants to specifically convince Romania to reduce the percent of overcrowded houses, try adding this line: Germany would like to work with Romania to reduce their overcrowding rate of 47%.

6. **Now we will combine all of our class' speeches together on one interactive map of the European Union. Your teacher will provide you with a link to the map.**

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Model EU Resolution Checklist

Category:	Starting to	Nearly There	Nice work!
Argument: I used a wide range of phrases to make my point. The issues, raised logically, point to the call to action.			
Action: My call to action includes solutions that are reasonable, clear, and logical.			
Organization: My paper is organized in a logical manner according to the guidelines set.			
Information: Information presented was accurate, well researched, and easy to understand. Excellent use of research and facts. Idea presented includes sources for funding and a way to measure success.			
Overall: I would support this resolution.			