

Unit: Educate to Motivate



Suggested Age/Grade Levels: Grades 9 – 12
 Recommended Time Allotment: 3 -5 classroom periods

Action Area → **Connecting Youth Globally:** Facilitating communication and cross-cultural understanding, leading to positive change.

Focus → **Cross-cultural Awareness:** Building personal connections and sharing real-life experiences across borders deepens understanding and inspires social thinkers into action for lasting change.

Overview → **Multi-cultural Awareness; Collateral Creation; Informational Presentation**
 Combining research, creativity and collaboration, students will gain a deep understanding of the similarities and differences between developing countries, including the diverse challenges each face in providing for its youth population. Students will devise their own presentation model to motivate others to take action.

Learning Objectives	Aligns with the following Curriculum Standard of the National Council for Teachers
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify at least 3 characteristics about one or more developing country. • Evaluate the needs of community and think critically about how to provide for those needs • Develop research skills using the Internet, current e-publications and noteworthy blogs • Synthesize complex information • Prove comprehension by presenting new complex material • Develop group communication skills 	<p>Language Arts</p> <ul style="list-style-type: none"> • Demonstrates competence in the general skills and strategies of the writing process • Gathers and uses information for research purposes • Demonstrates competence in the general skills and strategies of the reading process and strategies for reading a variety of informational texts • Demonstrates competence in speaking and listening as tools for learning • Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge <p>Social Studies</p> <ul style="list-style-type: none"> • Students develop an understanding of and respect for diversity in geographic regions, and social roles <p>Geography</p> <ul style="list-style-type: none"> • Knows the location of places, geographic features, and patterns of the environment • Understands the physical and human characteristics of place • Understands that culture and experience influence people's perceptions of places and regions

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Materials Needed	Classroom Extension
<p>Informational Materials</p> <ul style="list-style-type: none">• List of Projects where GO works in the “Our Projects” section of website• Country specific PowerPoint presentations from the Get Up and GO Kit under the “GO Community” section of website	<p>Additional Resources:</p> <ul style="list-style-type: none">• Personal Fundraising Pages –an easy and excellent way for a student or group to raise money...choose a project, set a fundraising goal, send the link to friends and family and watch the funds come in!• eNewsletter – keep updated on GO news and events, and don’t be surprised if we ask to feature you and your class in one of our issues!

STEP 1: Introduce GO Campaign. If you need guidance, refer to the [GO Introduction Guide](#). Explore the GO website.

STEP 2: Introduce the unit: Discuss and list which aspects of a country the students should research for possible inclusion in the presentation. For example, students might want to research: the country’s GDP, type of currency, leading health problems, child literacy rate, estimated number of orphans and the leading cause, how many children go to school, major exports and imports, ranking in the Human Development Index (HDI) as reported by the United Nations Development Programme (UNDP).

STEP 3: Discuss the difference between “developing” and “developed” country. Can they give examples of both? Ask students to hypothesize what they think will be the similarities and differences between developing countries and the U.S.? What accounts for the differences and are they positive and/or negative differences? For example, severe poverty in Malawi and Kenya is caused, in part, by the high rate of HIV/AIDS and the lack of access to adequate education.

Introduce GO as one of the vehicles to help alleviate poverty. For example, GO provides funding to a community in the remote Andes region of Peru to help them repair a school because the Peruvian government does not provide the community with resources to help maintain their schools. Prior to GO’s assistance, students were sitting on the floor and the school was falling apart.

STEP 4: Discuss ways students can present their research and findings to others to educate them and inspire them to take action. We suggest that each presentation include information about GO project partners and what they are doing to help children. Examples of presentation models include making a brochure, flyer or poster, creating a video or song, writing a reporter-style article, or creating a PowerPoint presentation. Encourage creativity!

STEP 5: Group students together based on the number of countries where GO works and assign each group a country. Each group will be responsible for researching a developing country and creating a presentation on that country.

STEP 6: Allow time for research (either in the classroom or as homework) and time to prepare the presentations.

STEP 7: Each group will share their presentations with the class. Prior to sharing, each group will submit 2-3 questions specific to their presentation and the questions will be compiled to create a quiz. At the end of all presentations, the students will take the quiz.

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STEP 8: Reflect together: What did they learn about other countries? What are some of the similarities and differences among the countries? What are ways to help developing countries provide children with basic needs? What impact is GO making around the world?

Which presentation model do the students think had (or will have) the greatest impact, and why? What can each group do with their presentations to educate and engage others? For example, post the video on YouTube, make a presentation at a school assembly, submit the article to the local newspaper, etc.

Tips and Ideas:

We encourage educators to foster student's creativity and empower them to exercise their voice. *No idea is too small or too great!*

Students can organize an awareness campaign and/or a fundraising event. For example students can:

- Organize an assembly or talk to another classroom about GO
- Organize a dance, bake sale, talent show, car wash....be creative and have fun!
- Write an article for a local newspaper (the subject might be "Why is it important to help other youth you don't personally know?")
- Write a letter or send an email to a US representative, international corporation or the UN
- Create a group GO Fundraising pledge-page...or create two and have a friendly competition!
- Start a GO Club

GO connects youth and adults from all parts of the world in one common cause: *giving opportunity to children*. By teaching with GO Learning Tools, you and your students become part of the global GO Community –a network of students, educators, parents, concerned adults and GO project partners and the children they care for.

We value your input! Please contact Sharon Feder at sharon@gocampaign.org or (310) 396-6343 with any feedback on how this Lesson Plan or Unit went for you, any modifications you might have made, your students' thoughts or any questions.

GO empowers youth to participate in our mission of providing basic human needs to orphans and vulnerable children throughout the developing world by raising awareness and funds for small grassroots organizations that enable them to survive and thrive.

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