Project Planning Template

CAREER CLUSTER: Government & Public Administration	DURATION: Approximately 20 sessions, but can be modified to fit classroom schedules. (Session = 45 to 50 Minutes)	TEACHER:	U.N. SUSTAINABLE DEVELOPMENT GOAL: #17 — Partnerships for the Goals

GLOBAL ISSUE OVERVIEW

The 2030 Agenda for Sustainable Development represents a global commitment to ending poverty, fighting inequality, and combatting climate change. The United Nations Sustainable Development Goals (SDGs) break down this agenda into seventeen goals, from ensuring access to clean water to promoting just societies. The goals are ambitious, and the only way to make this shared vision a reality is for governments, the private sector, and civil society to work together at local, national, regional, and global levels. In fact, banding together is so important that SDG #17 is entirely dedicated to "[revitalizing] the global partnership for sustainable development."

What do global partners do to help achieve the SDGs?

Partners help make sure that people working to achieve the goals have enough resources from money to technology to supplies to training. It's important to collaborate at various levels to ensure that stakeholders working within and across different goals have the right amounts and types of resources. Regular progress reviews within countries evaluate civil society, business, and interest groups to see if they're doing their part. Countries also come together to solve regional issues. Once a year, the U.N. evaluates progress toward the 2030 Agenda on a global scale and makes recommendations for continued action.

What can we do to help?

We can support SDG #17 by creating or joining local groups dedicated to supporting the SDGs. We can also talk to our elected officials in local, state, and national government about partnering with businesses to achieve the goals. No matter what steps we choose to take, we can all be a part of making our world a safer, more inclusive, and prosperous place by 2030!

Global Competencies Addressed:

- *Investigate the World*: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.
- *Recognize Perspectives*: Recognize, articulate, and apply an understanding of different perspectives.
- *Communicate Ideas*: Select and apply appropriate tools and strategies to communicate and collaborate effectively — meeting the needs and expectations of diverse individuals and groups.
- *Take Action*: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

STANDARDS ADDRESSED

Career/Technical Knowledge and Skills	Academic Knowledge and Skills	21st Century Skills
Common Career Technical Core **Career Ready Practices** 1. Act as a responsible and contributing citizen and employee. 4. Communicate clearly and effectively and with reason. 5. Consider the environmental, social, and economic impacts of decisions. 6. Demonstrate creativity and innovation. 7. Employ valid and reliable research strategies. 8. Utilize critical thinking to make sense of problems and persevere in solving them. 9. Model integrity, ethical leadership and effective management. 12. Work productively in teams while using cultural global competence. **Government and Public Administration** **Career Cluster** • **GV 4.1.** Demonstrate the application of policy to ensure public well-being and environmental protection. Governance Career Pathway:	**Common Core Academic Standards** ELA/Literacy: • **CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • **CCRA.SL.4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • **CCRA.L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Mathematics: • **MP.1.** Make sense of problems and persevere in solving them.	**21st Century Interdisciplinary Themes** • Global Awareness **Learning & Innovation Skills** • Creativity & Innovation • Critical Thinking & Problem Solving • Communication • Collaboration **Information, Media, & Technology Skills** • Information Literacy **Life & Career Skills** • Flexibility & Adaptability • Initiative & Self Direction • Productivity & Accountability • Leadership & Responsibility

• **GV-GOV 1.1.** Obtain data and information from sources recognized to be reliable. • **GV-GOV 2.1.** Prepare arguments using recognized patterns of discourse. • **GV-GOV 2.3.** Use carefully selected images and figures of speech for reinforcing arguments. • **GV-GOV 4.1.** Apply persuasive techniques to convince individuals or groups to take desired actions or not take undesired actions. • **GV-GOV 4.2.** Speak publicly to a broad constituency, handle media, make effective presentations and act in a diplomatic manner when dealing with people.		

PROJECT DEFINITION & GOALS/OBJECTIVES

This project stems from the United Nations Sustainable Development Goals (SDGs). The SDGs are a set of 17 goals that aim to end poverty, fight inequality, and stop climate change. Specifically, this project focuses on Global Goal #17: Partnerships for the Goals. Students will engage in a design process to contextualize this global initiative, brainstorm ways their local governments can get involved, create and test a local initiative to support the SDGs, and present their initiatives in a simulated media interview.

Goals:
- Students will gain an understanding of the SDGs initiative and develop empathy for people directly affected by poverty, inequality, and climate change.
- Students will apply governance knowledge to a complex real-world problem.
- Students will use a design process to develop solutions to a complex real-world problem.

Objectives:
- Understand the UN SDG initiative.
- Research ways for local governments to get involved with the SDGs.
- Brainstorm and evaluate multiple possible ways governments can form partnerships that help support the SDGs.
- Create an initiative that connects local governments with partners to support the SDGs.
- Engage in a feedback and revision process to strengthen initiatives.
- Explain and defend the potential impact of the initiative using a video platform.

What can your local government do to help the global community achieve the seventeen SDGs by 2030?

With a small group, create an initiative your city, county, or state government could realistically adopt in order to help make progress toward the United Nations Sustainable Development Goals. Your initiative should involve a partnership with another level of government and/or with the private sector. Your group will present the initiative through a mock TV interview. The interview should cover:

1. The specific action you want the city/county/state government to take.
2. Why this initiative matters. What will it help accomplish? Why should people in your city/county/state care about this result?
3. A detailed plan for how your city/county/state government can take steps to adopt the initiative. What people, groups, or businesses will the government need to partner with? How much will it cost? Will the initiative require hiring new people? What's the timeline? How can viewers (constituents of your city/county/state) get involved?

The interview should be professional and creative. One group member will act as the TV host and the remaining members will be experts (invent your credentials—government worker, professor, nonprofit director, etc.) who have been invited to talk about the initiative on the air. The class will watch the taped interviews together at the end of the unit.

In addition to the video of your interview, your group will turn in a written summary of the initiative that includes the same three points covered in the interview (the action, why it matters, and how the government can make it happen).

Essential Questions	Grade Level Adaptations
- To what extent can local governments support global goals? - What's the optimal strategy for governments to implement new initiatives? - What is the value of partnerships among local, state, national, and international governments? - What is the value of partnerships between the public and the private sectors?	- Advanced classes may be required to interview local experts to inform the mock interviews their groups produce. Local media could be contacted and invited to interview students about the project. - Adjust project requirements according to course themes/learning needs. Introductory classes may present less-detailed initiatives; advanced courses may connect their initiative to course topics.

ASSESSMENT: How will you determine what students have learned? (Check all that apply.)				
FORMATIVE		**SUMMATIVE**		
Quizzes/Tests		Multiple Choice/Short Answer Test		
Notes/Graphic Representations		Essay Test		
Rough Draft		Written Product with Rubric	**X**	
Practice Presentation		Oral Presentation with Rubric	**X**	
Preliminary Plans/Goals/Checklists of Progress	**X**	Other Product or Performance with Rubric (Video)	**X**	
Journal/Learning Log	**X**	Self-Evaluation or Reflection		
Other:		Evaluation by Authentic Audience		
		Other:		

MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?

Materials:
- Video recording equipment and private space
- Rubric for the written summary of the initiative
- Rubric for the mock interview
- Notecards for feedback
- Posters and markers for group brainstorming
- Computers with internet access

Resources:
- Library access for two days (access to online and/or print journals, magazines, newspapers, and/or books)
- U.N. Sustainable Development Goals
  - Goal #17: Partnerships for the Goals (includes links to the U.N. Development Programme, the U.N. Children's Fund, the International Monetary Fund, and more)
- Video resources:
  - The Global Goals' YouTube channel
  - United Nations Foundation's video, "A Look at the Sustainable Development Goals" (1:00). An introduction to the 17 Sustainable Development Goals from the United Nations Foundation.
  - The Effective Development Co-operation's video, "Revitalizing Effectiveness for the 2030 Agenda" (2:30).

Possible Constraints & Solutions:
- If recording equipment is not available, students can use their phones or present the interviews live.
- It may be difficult to find a local guest speaker to talk with the class about media interviews. Consider using an online video conferencing tool like Skype or Zoom to bring someone into the classroom virtually.

SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?

Support & Modifications:
- Prepare preprinted journal prompts with space for journal entries underneath.
- Provide assistance navigating library resources in week 1.
- Prepare a predetermined work plan for student work time during weeks 2 and 3, and check-in at the end of each day to check students' progress.

Extensions:
- Students pitch their initiative to government officials.

CALENDAR OF MAJOR LEARNING ACTIVITIES: What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Initiating: Introduce the SDG initiative. What are the goals? Why are they important? Who do they affect? What topics do they cover? Assign a global goals journal assignment. Students make their first entry: "Summarize the SDG initiative in your own words."	**Initiating:** Examine SDG #17 more closely. What is the value of partnerships among local, state, national, and international governments? What is the value of partnerships between the public and the private sectors? Students return to their journals to answer the following prompt:	**Initiating:** Students brainstorm questions based on the material from Monday and Tuesday. Students respond individually to prompting questions: • "What themes make you curious?"	**Initiating:** Students conduct research based on the questions generated yesterday. Students self-select three to five questions to pursue. Encourage students to look for answers in a variety of sources like online or print journals, magazines,	**Initiating:** Students continue their research.

	"Government partnerships are important because…"	• "What's a concept or term you don't fully understand yet?" • "What perspectives might broaden your understanding?" Then, students partner up and brainstorm as many questions as possible related to the SDGs and/or government partnerships. At the end of the day, the class comes together to create a master list of questions.	books, websites, or newspapers.	
Week 2				
Initiating: Students analyze their research findings. Post all of the research questions from last week's master list at different stations around the room. Students report what they learned by writing on the poster at each appropriate station. Debrief each question as a class, asking students to clarify and/or expand on what they learned as appropriate.	**Planning:** Introduce the project scenario, and divide the class into groups of four or five. Based on their research, each group brainstorms initiatives the local (city/county/state) government could adopt in order to support the SDG initiative. By the end of the day, students should have three to five specific ideas.	**Planning:** Groups evaluate the pros and cons of each of their brainstormed concepts. By the end of the day, students should agree on one idea. In their journals, students reflect on the idea they've chosen. • "What might be challenging about implementing your initiative?"	**Planning:** Groups make a work plan for the next five class days. Students identify tasks, set goals for each day, and assign tasks to team members. Work plans are approved by the teacher. Refer to project management tools in the PMIEF Toolkit for Teachers.	**Executing:** Group work time according to student plans.

At the end of the day, students write a Statement of Purpose in their journals. "Why do you support the Global Goals?"		• "How will your group approach that challenge?" • "What's exciting about your initiative?"		

Week 3				
Executing: Group work time according to student work plans.	**Executing:** Group work time according to student work plans.	**Executing:** Group work time according to student work plans. Students reflect on their initiatives in their journals with the following prompt: "What are you most proud of in your initiative?"	**Executing:** Groups present their initiatives to other groups and provide feedback to one another. Repeat as time allows. Feedback can be recorded on notecards, with one side designated as "Wise" and the other as "Revise." Every feedback card should have comments in both categories.	**Executing:** Students adjust their initiatives according to the feedback they received yesterday. Students reflect in their journals with the following prompts: • "Did you enjoy this feedback process? Why or why not?" • "Was this feedback process helpful? Why or why not?"

Week 4				
Executing: Local government spokesperson or TV news host discusses dos and don'ts for media interviews.	**Closing:** Groups record their mock interviews.	**Closing:** Groups record their mock interviews.	**Closing:** The class watches the interviews together. If local media are available to participate, invite them to comment.	**Closing:** The class watches the interviews together. If local media are available to participate, invite them to comment.

Students revise their projects with these tips in mind.				Students reflect in their journal with the following prompt: "What's the optimal strategy for governments to implement new initiatives? To what extent can local governments support global goals?"

STUDENT REFLECTION ACTIVITIES: How will students reflect on their work? Add reflection questions and/or activities here.

Global Goals Journal: Throughout the unit, students respond to reflective prompts in a journal – see Calendar of Activities above.

Adapted from:
- "Sustainable Development Goals: Goal 17: Revitalize the Global Partnership for Sustainable Development.," 2018, New York: The United Nations. Retrieved from https://www.un.org/sustainabledevelopment/globalpartnerships/.
- "Unit Planning Template" by the Southern Regional Education Board, n.d., Atlanta: Southern Regional Education Board.