

PROJECT-BASED LESSON: UNITED NATIONS \$100 MILLION GRANT

Note to teachers: To use this lesson plan, students must view at least two film chapters.

Summary

Students will be presented with a hypothetical situation: To celebrate International Day of the Girl Child, the United Nations (UN) is giving away one \$100 million grant to one developing country. The winner of the award will be the country with the best plan for providing the greatest impact for girls' education.

Students will be assigned to one of two Country Teams or to the UN Council. The Country Teams will be responsible for preparing an initial presentation and defending their educational plan to the UN Council. The UN Council will be responsible for developing the debate questions, evaluating the Country Teams' educational plans, and awarding the \$100 million grant.

Objective

Students will participate in a mock debate to try and "win" the \$100 million grant. Students will conduct research, plan their arguments, and continue building their communication skills.

Subjects

Social Studies (Economics), Writing

Common Core State Standards

- CCSS.ELA-Literacy.SL.9-10.1/11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 or 11–12, topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-Literacy.SL.9-10.5/11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-Literacy.SL.9-10.6/11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

Time Needed: Seven to ten class periods; 50 minutes each

Skill Building

- Analyzing and comparing information and data
- Persuasive arguments
- Working in a team environment

Resources and Materials

- Teacher-selected film chapters from Girl Rising
- Teacher Guides for selected chapters, which include a list of Resources, a mini-lesson for introducing the film chapters, and a Film Viewing Guide
- Intel for Teachers Seeing Reason Tool at <http://www.intel.com/content/www/us/en/education/k12/teachers.html>
- World Bank at www.worldbank.org
- Girl Rising partner organization websites:
 - A New Day Cambodia at www.anewdaycambodia.org
 - CARE at www.care.org
 - Partners In Health at www.pih.org
 - Room to Read at www.roomtoread.org
 - Girl Up at www.girlup.org
 - Plan at www.planusa.org or www.plan-international.org
 - World Vision at www.worldvision.org
- See Additional Resources Guide for other resources, including relevant videos (found in the Resources section).

Essential Questions

1. How does a country improve access to education for girls?
2. How does a country's economy impact girls' education?
3. What small changes in policy, culture, etc. can make a big impact?
4. How does a country make education accessible to every girl in its nation?
5. How do nations help fund education?

Sample Content Questions

1. How should schools be built to best suit the country's environment and available resources?
2. How will teachers be paid and trained?

3. How important is it that schools are built in areas where girls can safely walk to?

Building a Foundation and Making Connections

View the selected film chapter(s) from *Girl Rising* and use the Introductory Lessons and Film Viewing Guides, relevant Country and Issue Fact Sheets, and Resources to engage students so that they begin to develop an understanding of the numerous issues that influence a girl's ability to access an education.

Project

Split students into three teams: two Country Teams and one UN Council. Explain the project and each team's role.

Two Country Teams:

- Each team will be responsible for preparing and presenting their Educational Plan to the UN Council. A team's Educational Plan should detail how they plan on investing the \$100 million grant. All investments should directly impact girls' needs in that country.
- Each team should be prepared to answer questions from the UN Council and defend their plans.
- Each team should build their presentations around the UN Council's presentation requirements.

One UN Council Team, which will be responsible for:

- Designing the criteria that will be used to evaluate the Educational Plan.
- Designing specific questions to ask each of the Country Teams.
- Outlining the rules of the debate. For example, how much time will each Country Team have for its initial presentation? Can teams directly interact with each other, or only with the UN Council? Will Country Teams present a summary for the debate's conclusion?
- Selecting a Secretary-General who will be responsible for managing the debate process.
- Planning a ceremony for awarding the grant money and congratulating the winning Country Team.

Guidelines for effective team communication:

- Consider all team member ideas with respectful language and attention.
- All points of fact must be substantiated by

documented evidence from a credible source. The UN team can decide how to award or deduct points for success or failure in providing credible evidence.

- Everyone should follow a uniform structure for presentation, challenge, and rebuttal. (Teachers might consider providing this structure at the onset of the project.)

Suggested questions to help each Country Team get started:

- When will the increased opportunities be available to girls?
- Which girls will be impacted by the opportunities? All girls under 18? Only the very young? How will girls with disabilities be served?
- What needs do girls currently living in the country have, and what systems or infrastructure will be put in place to address those needs? For example, new school buildings near access roads? Bathrooms added to existing structures? More schools in local communities? Teachers?
- How will the plan be implemented? If new schools will be built, who will build them? Will they be built using local labor? Through partnering with a non-governmental organization? Both?
- How will increased access to education impact the country in five years? Ten years? Twenty years?

The Debate and Grant Award

Make sure students are clear on when the presentations and debate will be held, and also ensure that they have plenty of time to prepare.

After the award ceremony, reflect on the activity with students. How did they feel about the process? How did it feel to win or lose after all that work? How must it feel for those who are trying to implement real plans when failure to win a grant impacts real people's lives? If your plan failed to win a grant, what would you do?

Ideas for Encouraging All Learners

English Language Learners

- Encourage all students to participate in the oral debate.
- Research how many languages are spoken by UN members and help students set up an interpreter in the class. This will give all students a good understanding of how languages affect international relations.
- Make sure to ask the UN Council to allow for the extra time needed to translate. Ensure that students understand that UN members do not speak the same language. Using translators is a common practice.

Support Services

- If students have disabilities they are comfortable discussing, encourage them to address learning disabilities in the Country Teams' Educational Plans, or provide them a seat on the UN Council to advocate for these resources.

Note to teachers: You may opt to do this lesson with as many Country Teams as you deem fit, based on the size of your class. Another option may be to pick two countries, and assign two Country Teams per country—then allow the UN Council to award two grants: one to the winning team from each country.